

English 11 College Prep C Curriculum Guide

1. English 11 CP-C
2. General: 124
3. 5 credits
4. Revised July 2009
5. No prerequisites
6. Course Description: **English 11 College Prep C** examines the topic of good and evil in society, with specific emphasis on what compels our humanity toward one another. This program is designed for those students who did not meet minimum competency levels in reading and/or writing on a modified version of the High School Performance Assessment in grade 10, or who have been recommended by their tenth grade teacher. Final preparation for the High School Performance Assessment will take place in the context of the course.

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 socioeconomic 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* (3 weeks)

- Goals:
- To increase student familiarity with the epic/epic hero using *Beowulf* 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 *Beowulf* was written to present day.
- To recognize religious/societal influences on literature.

- Objectives:
- Students will be able to discuss the societal/religious connections to literature including characters and themes.
- Students will demonstrate this knowledge through film project and eulogy project.
- Students will discuss the values of the time period of *Beowulf* and relate them to their own.
- Students will demonstrate this knowledge in paper and HW assignments.
- Students will discuss the evolution of both the English language and the heroic ideal by closely examining the character of Beowulf and the old English that the epic was written in. This knowledge will also be demonstrated through written activities/paper.

- Technology:
- Students will view PowerPoint presentation providing notes and essential background information.
- Students will create a 4 act film interpretation of *Beowulf* using Windows MovieMaker.
- Students will view the film *The Thirteenth Warrior* and write a comparison paper.

Sample Assignments:

Beowulf contains both Pagan and Christian values. Read the prologue on pages 23-24 and make note of any examples of these. Provide at least 3 lines for each and explain how they exhibit Pagan or Christian beliefs.

You will create your own boast and present it to the class. You can be yourself, or take on any occupation, or pretend to be a famous actress, actor, writer, politician, etc...go for it!!! Pretend you are boasting about yourself to be “awarded” this “job”-be it getting into a certain college, or getting a waitressing job at Applebee’s...sell yourself!! Your boast must adhere to the following guidelines:

- 20-25 lines, poetic structure (rhyming not necessary)
- Heritage must be discussed-father and/or mother at least

- Prior accomplishments must be discussed
- Must include 2-4 kennings
- Must include 2 similes
- Must include 2 metaphors
- Must include alliteration
- Must include personification
- Bonus points will be awarded for getting into character and dressing up appropriately, using props, and/or memorizing your boast
- Be creative and have fun

You will be graded on the written boast, and the oral delivery.

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

- 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.
- 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.

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)

- 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.
- 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 – *The Tragedy of Macbeth* (4-5 weeks)

- Goal(s):
- Students will revisit Shakespearian drama and gain a better understanding of theatre.
- Through the examination of Shakespeare’s *The Tragedy of Macbeth*, 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, ambition, fate, and the desire for power.
- 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 character, 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 ambition/power.
- 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.

- Make connections between themes and modern figures/situations.
- Interpret Shakespeare's famous soliloquies and rewrite them line by line.
- View film versions of *Macbeth* and consider the similarities to the text, as well as the director changes.
- Formulate personal written responses to characters' situations.
- Implementation of Technology:
 - PowerPoint presentation- *Macbeth*
 - Covers themes, characters, literary terms, and general background information
 - Viewing film version(s) of *Macbeth* adaptations
 - Daily use of teacher's blog page for assignments and weekly overviews

Sample Assignments

Writing Prompt: Is ambition a good thing or a bad thing? What are you willing to do to get what you want? Are the following qualities masculine, feminine or both? Brave, Loyal, Weak, Strong, Aggressive, Creative, Sentimental, Patient, Kind, Intelligent, Caring, Fair, Curious, Adventurousome

The three witches told Macbeth his fate. Did the events in Macbeth's life occur because of the witches' prophecy or because of the choices he made? Is it a bit of both? What caused Macbeth to fall: Fate or Free Will?

How does *Macbeth* apply to us today? Well, first of all, the play is a good story. It talks about ambition, murders, spirits, witches, and other entertaining subjects. But the reason *Macbeth* is still loved today is that its themes are still applicable to us. Many people can identify with Macbeth. Analyze the play's relevance to us using a modern story, movie, or a historic figure as a comparison. You must fully explore how the themes/characters apply.

Choose a scene to recreate from the play. You are to rewrite it to fit any style you like. It must depict the characters and themes accurately. It can be filmed ahead of time. I will collect the script.

Unit 5 -- The Research Paper (4 weeks)

- 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.
- Objectives: SWBAT

- Read developmentally appropriate materials at an independent level with accuracy and speed;
- Identify, describe, evaluate, and synthesize the central ideas in informational texts;
- Distinguish between essential and nonessential information;
- Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view;
- Select appropriate electronic media for research and evaluate the quality of the information received;
- Develop increased ability to critically select works to support a research topic;
- 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;
- 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;
- 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;
- Engage in the full writing process by writing daily and for sustained amounts of time;
- Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing;
- Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning;
- Review and edit work for spelling, usage, clarity, and fluency;
- Use the computer and word-processing software to compose, revise, edit, and publish a piece;
- Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development;
- 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;
- Use precise language, specific details, definitions, descriptions, examples, anecdotes, and analogies to advance a position;
- Provide compelling openings and strong closure to written pieces;
- Use knowledge of Standard English conventions to edit own writing;
- Use a variety of reference materials, such as a dictionary, grammar reference, and/or Internet/software resources to edit written work; and
- Apply all copyright laws to information used in written work.

Implementation of Technology

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

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

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

Additional Materials: Individual paperback novels. Supplemental films.

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.