

Wallenpaupack Area School District

COURSE: English 11 British Literature -- Honors (English 11 Honors)

GRADE LEVEL: 11

LENGTH OF COURSE: 90 days/semester at 84 minutes per day

TEXT: Timeless Voices, Timeless Themes: The British Tradition

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COURSE DESCRIPTION:

British Literature 11– Honors is a literature-based survey course designed to prepare students for Advanced Placement English and college-level courses in English. It includes readings from the Old English and Medieval Periods, the English Renaissance, the Seventeenth and Eighteenth Centuries, the Romantic Period and other periods. It requires reading, analysis, and evaluation of three classic English novels. Students write a variety of compositions and a formal research paper. Expository and persuasive writing, vocabulary development, and research methods are included. Reading and critical thinking skills are emphasized.

CURRICULUM WRITING TEAM:

Fred G. Garm
Donnamarie Finney

DATE OF REVISION:

2006

Wallenpaupack Area School District

Course: English 11 Honors

Grade Level: 11

Unit: Old English (Anglo-Saxon)
Period

PA Standards: 1.1.11 A,B,C,D,E,G
1.3.11 A,B,C,D,E,F
1.6.11 A,B,D,E
1.7.11 A, C

National Standards: 1,2,3,6,9,11

Topics:	Skills:
<p>Core</p> <p><u>Beowulf</u> (epic poetry) "The Seafarer" (lyric poetry) "The Wanderer" (lyric poetry) "The Wife's Lament" (lyric poetry) Anglo-Saxon Riddles</p> <p>Supplemental</p> <p>Bede's <u>History</u> <u>The Anglo-Saxon Chronicle</u></p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ Read and appreciate Anglo-Saxon literature ▪ Analyze the effectiveness of literary elements used in epic and lyric poetry including characterization, setting, plot, theme, point of view, tone and style ▪ Analyze the effectiveness of the author's use of literary devices <ul style="list-style-type: none"> ➤ Sound techniques (alliteration, four-stress line, caesura) ➤ Figurative Language (personification, simile, metaphor, hyperbole, irony, appositive, kenning, litotes) ➤ Literary structures (symbolism, allusion, catalogs, in medias res) ▪ Analyze and evaluate poetic diction and figurative language ▪ Read and understand historical background of the people, language, and literature of the Anglo-Saxon period ▪ Understand and appreciate Christian and pagan elements in Anglo-Saxon literature ▪ Listen to selections from Anglo-Saxon literature ▪ Contribute to discussions on Anglo-Saxon literature and culture ▪ Examine the influence of the heroic past, the warrior society, and the concepts of wyrd and wergild on Old English literature ▪ Understand the influence of historical events on the development of Old English dialects ▪ Explain and evaluate the role and influence of Old English on modern poetry and literature ▪ Understand and appreciate the influence of Old English vocabulary and syntax on our modern English language

Wallenpaupack Area School District

Activities:	Performance Assessments:
<p>Students will</p> <ul style="list-style-type: none">Read silentlyRead aloudWrite essay responsesDefine literary terms and poetic devicesDiscuss figurative languageDiscuss historical and cultural background of literatureEngage in note-taking from lectures, presentations, and textsWrite responses to comprehension, analysis, and critical reading questionsPrepare individual and group presentationsListen to video presentationsWrite summaries of plotDevelop vocabularyUse correct writing conventions	<ul style="list-style-type: none">Written tests/quizzes (objective, essay)Written presentationsOral presentationsSelection/unit testsGroup/individual presentations

Wallenpaupack Area School District

Course: English 11 Honors

Grade Level: 11

Unit: Medieval Period (Middle English)

PA Standards: 1.1.11 A,B,C,D,E,G,H
 1.3.11 A,B,C,D,E,F
 1.4.11 A
 1.5.11 A,B,C,D,E,F
 1.6.11 A,B,D,E
 1.7.11 A,B,C

National Standards: 1,2,3,6,9,11

Topics:	Skills:
<p style="text-align: center;">Core</p> <p>Historical background on Medieval England and Middle English language and literature</p> <p>From <u>The Canterbury Tales</u> "The General Prologue" "The Nun's Priest's Tale" "The Pardoner's Tale" "The Wife of Bath's Tale"</p> <p>From <u>Sir Gawain and the Green Knight</u></p> <p>From <u>Morte d'Arthur</u></p> <p>Webquest: Chivalry</p> <p>Folk Ballads "Lord Randall" "Get Up and Bar the Door" "The Twa Corbies" "Barbara Allan"</p> <p style="text-align: center;">Supplemental</p> <p>Other <u>Canterbury Tales</u> Other selections from the text</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ Read and appreciate Medieval English literature ▪ Analyze the effectiveness of literary elements used in a frame story and tales (<u>The Canterbury Tales</u>) including characterization, setting, plot, theme, point of view, tone and style ▪ Analyze the effectiveness of literary elements used in medieval romance (<u>Morte d'Arthur</u>) and folk ballads ▪ Analyze the effectiveness of an author's use of literary devices <ul style="list-style-type: none"> ➢ Sound techniques (rhyme, rhythm, meter, repetition, ballad stanza) ➢ Figurative Language (personification, simile, metaphor, hyperbole, irony, allusion, mock heroic style) ➢ Literary structures (symbolism, frame story, beast fable, parable, medieval romance) ▪ Analyze and evaluate poetic diction and figurative language ▪ Read and understand historical background of the people, language, and literature of the Medieval period ▪ Understand and appreciate the ideas of chivalry and courtly love ▪ Listen to selections from Medieval literature ▪ Contribute to discussions on Medieval literature ▪ Understand the influence of historical events on the development of Middle English dialects

Wallenpaupack Area School District

	<p>Skills: (continued)</p> <ul style="list-style-type: none"> ▪ Explain and evaluate the role and influence of Middle English on modern poetry and literature ▪ Understand and appreciate the influence of Middle English vocabulary and syntax on our modern English language
<p>Activities:</p>	<p>Performance Assessments:</p>
<p>Students will</p> <p>Read silently</p> <p>Read aloud</p> <p>Write essay responses</p> <p>Define literary terms and poetic devices</p> <p>Discuss figurative language</p> <p>Discuss historical and cultural background</p> <p>Engage in note-taking from lectures, presentations, and texts</p> <p>Write responses to comprehension, analysis, and critical reading questions</p> <p>Prepare individual and group presentations</p> <p>Listen to video presentations</p> <p>Write summaries of plot and characters</p> <p>Develop vocabulary</p> <p>Use correct writing conventions</p> <p>Perform Webquests and Internet-based assignments</p>	<p>Written tests/quizzes (objective, essay)</p> <p>Written presentations</p> <p>Oral presentations</p> <p>Selection/unit tests</p> <p>Group/individual presentations</p> <p>Independent poetry projects</p> <p>Webquest assessments</p> <p>Journals</p>

Wallenpaupack Area School District

Course: English 11 Honors

Grade Level: 11

Unit: English Renaissance

PA Standards: 1.1.11 A,B,C,D,E,G,H
 1.3.11 A,B,C,D,E,F
 1.4.11 B,C
 1.5.11 A,B,C,D,E,F
 1.6.11 A,B,D,E
 1.7.11 A, C

National Standards: 1,2,3,6,9,11

Topics:	Skills:
<p style="text-align: center;">Core</p> <p>Historical background on English Renaissance and literature of the period</p> <p>Historical background on Shakespeare and development of Elizabethan drama and theaters</p> <p>Shakespeare's <u>Macbeth</u> (drama: tragedy)</p> <p>Shakespeare's <u>Hamlet</u> (drama: tragedy)</p> <p>Elizabethan Sonnets (poetry)</p> <p style="text-align: center;">Supplemental</p> <p>From <u>Utopia</u> From <u>The King James Bible</u> (selections) Pastoral poetry</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ Read and appreciate Renaissance English literature ▪ Analyze the effectiveness of literary elements used in a tragic play including characterization, setting, plot, theme, point of view, tone and style ▪ Analyze the effectiveness of literary elements used in Shakespearean tragedy (<u>Macbeth</u>) and Elizabethan sonnets ▪ Analyze the effectiveness of an author's use of literary devices <ul style="list-style-type: none"> ➤ Sound techniques (rhyme, rhythm, meter, repetition, blank verse, octave, sestet, quatrain, couplet) ➤ Figurative Language (personification, simile, metaphor, hyperbole, irony) ➤ Literary structures (soliloquy, aside, monologue, acts/scenes, stage directions, Petrarchan and English sonnet forms, Renaissance dramatic conventions, sonnet sequence) ▪ Analyze and evaluate poetic diction and figurative language ▪ Read and understand historical background of the people, language, and literature of the English Renaissance period ▪ Understand and appreciate the ideas of tragedy and the tragic hero ▪ Perform and listen to selections from Renaissance literature ▪ Contribute to discussions on Renaissance literature

Wallenpaupack Area School District

	<p>Skills: (continued)</p> <ul style="list-style-type: none"> ▪ Understand the influence of historical events on the development of Renaissance English dialects ▪ Explain and evaluate the role and influence of Renaissance English on modern poetry and literature ▪ Understand and appreciate the influence of Renaissance English vocabulary and syntax on our modern English language
<p>Activities:</p> <p>Students will Read silently Read aloud Write essay responses Define literary terms and poetic devices Discuss figurative language Discuss historical background Engage in note-taking from lectures, presentations, and texts Write responses to comprehension, analysis, and critical reading questions Prepare individual and group presentations Listen to video presentations Write summaries of plot and characters Develop vocabulary Use correct writing conventions Perform Webquests and Internet-based assignments</p>	<p>Performance Assessments:</p> <p>Written tests/quizzes (objective, essay) Written presentations Oral presentations Selection/unit tests Group/individual presentations Independent poetry projects Webquest assessments Journals</p>

Wallenpaupack Area School District

Course: English 11 Honors

Grade Level: 11

Unit: Seventeenth and
Eighteenth Century English
Literature

PA Standards: 1.1.11 A,B,C,D,E,G,H
1.3.11 A,B,C,D,E,F
1.4.11 B,C
1.6.11 A,B,D,E
1.7.11 A, C

National Standards: 1,2,3,9,11

Topics:	Skills:
<p>Core Historical background and literature of the period From <u>Gulliver's Travels</u> From <u>An Essay on Man</u> From Pope's <u>Rape of the Lock</u></p> <p>Supplemental From Pepys' <u>Diary</u> From Defoe's <u>A Journal of the Plague Year</u> Other selections from the text</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ Read and appreciate Seventeenth and Eighteenth century English literature ▪ Analyze the effectiveness of literary elements used in a satire including characterization, setting, plot, theme, point of view, tone and style ▪ Analyze the effectiveness of literary elements used in satire ▪ Analyze the effectiveness of an author's use of literary devices <ul style="list-style-type: none"> ➢ Sound techniques (heroic couplet) ➢ Figurative Language (personification, simile, metaphor, hyperbole, irony) ➢ Literary structures (satire, travel log, journal/diary, mock epic poem) ▪ Analyze and evaluate poetic diction and figurative language ▪ Read and understand historical background of the people, language, and literature of the period ▪ Understand and appreciate the ideas of satire and biography ▪ Contribute to discussions on Seventeenth and Eighteenth century literature ▪ Understand the influence of historical events on the development of Seventeenth and Eighteenth century English dialects ▪ Explain and evaluate the role and influence of satire and biography on modern poetry and literature

Wallenpaupack Area School District

Activities:	Performance Assessments:
<p>Students will</p> <ul style="list-style-type: none">Read silentlyRead aloudWrite essay responsesDefine literary terms and poetic devicesDiscuss figurative languageDiscuss historical backgroundEngage in note-taking from lectures, presentations, and textsWrite responses to comprehension, analysis, and critical reading questionsPrepare individual and group presentationsListen to video presentationsWrite summaries of plot and charactersDevelop vocabularyUse correct writing conventionsPerform Webquests and Internet-based assignments	<ul style="list-style-type: none">Written tests/quizzes (objective, essay)Written presentationsOral presentationsSelection/unit testsGroup/individual presentationsIndependent poetry projectsWebquest assessmentsJournals

Wallenpaupack Area School District

Course: English 11 Honors

Grade Level: 11

Unit: The Romantic Period

PA Standards: 1.1.11 A,B,C,D,E,G,H
 1.3.11 A,B,C,D,E,F
 1.4.11 B,C
 1.6.11 A,B,D,E
 1.7.11 A,B,C

National Standards: 1,2,3,6,9,11

Topics:	Skills:
<p>Core</p> <p>Historical background and literature of the period Coleridge's <u>The Rime of the Ancient Mariner</u></p> <p>Selections from the text from the following: William Wordsworth Robert Burns William Blake Percy Bysshe Shelly John Keats George Gordon, Lord Byron</p> <p>Supplemental</p> <p>Other readings from the above poets/authors Mary Wollstonecraft Shelly's <u>Frankenstein</u> Other readings from the text</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ Read and appreciate Romantic English literature ▪ Analyze the effectiveness of literary elements used in a Romantic literature including characterization, setting, plot, theme, point of view, tone and style ▪ Analyze the effectiveness of literary elements used in lyric poetry ▪ Analyze the effectiveness of an author's use of literary devices <ul style="list-style-type: none"> ➢ Sound techniques (free verse) ➢ Figurative Language (personification, simile, metaphor, hyperbole, irony, symbolism) ➢ Literary structures (foreshadowing, flashbacks, progressive and digressive time) ▪ Analyze and evaluate poetic diction and figurative language (irony, understatement, overstatement, paradox) ▪ Read and understand historical background of the people, language, and literature of the period ▪ Understand and appreciate the ideas of Romanticism as a literary and artistic movement ▪ Compare and contrast Romanticism to Neoclassicism and earlier movements ▪ Understand the influence of historical events on the development of English Romanticism ▪ Explain and evaluate the role and influence of the Romantic period on modern poetry and literature

Wallenpaupack Area School District

Activities:	Performance Assessments:
<p>Students will Read silently Read aloud Write essay responses Define literary terms and poetic devices Discuss figurative language Discuss historical background Engage in note-taking from lectures, presentations, and texts Write responses to comprehension, analysis, and critical reading questions Prepare individual and group presentations Listen to video presentations Write summaries of plot and characters Perform Webquests and Internet-based assignments</p>	<p>Written tests/quizzes (objective, essay) Written presentations Oral presentations Selection/unit tests Group/individual presentations Independent poetry projects Journals</p>

Wallenpaupack Area School District

Course: English 11 Honors

Grade Level: 11

Unit: The Novel

PA Standards: 1.1.11 A,B,D,G,H
 1.3.11 A,B,C,F
 1.4.11 B,C
 1.5.11 A,B,C,D,E,F
 1.6.11 A,B,E

National Standards: 1,2,3,9,11

Topics:	Skills:
<p>Core</p> <p>Two of the following instructor-selected novels from the current department listing for Honors English 11:</p> <p>Jane Austen's <u>Pride and Prejudice</u> Emily Bronte's <u>Wuthering Heights</u> Jonathon Swift's <u>Gulliver's Travels</u></p> <p>Supplemental</p> <p>Other selections approved by the instructor</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ Read and appreciate English novel ▪ Analyze the effectiveness of literary elements used by one or more novel authors including characterization, setting, plot, theme, point of view, tone and style ▪ Analyze the effectiveness, in terms of literary quality, of a novel author's use of literary devices <ul style="list-style-type: none"> ➢ Sound techniques ➢ Figurative Language ➢ Literary structures (foreshadowing, flashbacks, progressive and digressive time) ▪ Write a complex informational essay and analysis of the novel ▪ Write a persuasive essay and evaluation of the novel ▪ Write persuasive and informational pieces with proficient focus, organization, style, and conventions ▪ Understand and appreciate the historical background of the novel and the biographical background of the author ▪ Understand and appreciate the ideas presented in the novel ▪ Understand and appreciate the structure and format of the novel ▪ Listen to other views of the novel ▪ Listen to selections from other novels ▪ Participate in small and large group discussions on the novel

Wallenpaupack Area School District

Activities:	Performance Assessments:
<p>Students will Read silently Read aloud Write essay responses Define literary terms and poetic devices Discuss figurative language Discuss historical background Write responses analysis, and critical reading questions Prepare individual and group presentations Write summaries of plot and characters Perform Internet-based assignments</p>	<p>Written tests/quizzes (objective, essay) Written presentations Oral presentations Group/individual presentations Journals</p>

Wallenpaupack Area School District

Course: English 11 Honors

Grade Level: 11

Unit: Independent Research

PA Standards: 1.1.11 A,B,D,G
 1.2.11 A,B
 1.5.11 A,B,C,D,E,F
 1.8.11 A,B,C

National Standards: 1,2,3,4,6,7,8,9,11

Topics:	Skills:
<p>Core</p> <p>Student-selected research topic approved by instructor and appropriate for development of the student's Graduation Project</p> <p>Production of a college-level research paper using MLA format</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ Utilize library and electronic resources to select, define, and research a topic using primary and secondary sources ▪ Locate, read, and evaluate resources from databases ▪ Use appropriate search strategies to locate relevant data from web-based sources ▪ Evaluate sources of research to determine if information is relevant, authoritative, current, and comprehensive ▪ Locate, evaluate, and use a variety of resources including books, and periodicals, CDs, databases and websites, videos, recordings, programs, and personal interviews ▪ Refine and redirect research efforts when appropriate ▪ Take notes from sources using standard format ▪ Paraphrase, summarize, and quote correctly from sources of research ▪ Develop a topic or sentence outline for the research paper ▪ Develop and defend thesis sentences, rough drafts, and the final draft of a research paper ▪ Produce a paper with appropriate focus, content, organization, style, and conventions ▪ Use correct MLA format and style for the research paper including appropriate sectioning and pagination, parenthetical citation, and bibliographical references for works cited ▪ Use revision skills and strategies ▪ Edit and proofread for conventions

Wallenpaupack Area School District

	<p>Skills: (continued)</p> <ul style="list-style-type: none"> ▪ Include a minimum number of research sources (5); a minimum number of citations: paraphrases, quotations, and summaries; and produce a paper of minimum acceptable length (1500 words of text)
<p>Activities:</p>	<p>Performance Assessments:</p>
<p>Students will Listen to lectures, take notes Read and evaluate information Use library resources Use computer and video technology Conference with instructor on choices of topic, research strategies and resources, thesis development, organizing and outlining, drafting and revising Consult references for content and format Review model papers and examples of MLA format Revise and edit drafts Attend library presentations</p>	<p>Research process scoring guides Research paper content Research paper format Oral presentation of thesis, conclusion, argument or other parts of paper</p>