

## Wallenpaupack Area School District

### Wallenpaupack Area High School

Course Title: English 11

Length of Course: Semester

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#### District Policies:

##### ***Academic Integrity:***

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

##### ***Assessment:***

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

##### ***Attendance:***

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

##### ***Special Education:***

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

#### Course Description:

English 11 is a literature-based survey course designed to expose students to British Literature. It includes readings from the Old English and Medieval Periods, the English Renaissance, the Seventeenth and Eighteenth Centuries, the Romantic Period and other periods. 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.

#### Course Objectives:

##### Students will demonstrate the ability to:

- Read, understand, and analyze literature
- Think critically
- Write with the purpose of communicating their learning
- Trace the development of British literary thought
- Read and appreciate the early literature of England
- Become familiar with the characteristics of Angles, Saxons, Danes, Normans
- Recognize characteristics of the literary period in representative texts
- Identify, describe, evaluate, and synthesize the essential ideas in text
- Establish a reading vocabulary by identifying and correctly using new words
- Use a dictionary or related reference
- Make and support assertions about text
- Make extensions to related ideas, topics, or information
- Evaluate the author's strategies
- Analyze use and effectiveness of literary elements and devices

- Examine narrative accounts
- Analyze a playwright's use and choice of words
- Read and respond to drama
- Write complex informational pieces (e.g., analyses, evaluations, essays)
- Demonstrate understanding of and competence in the domains of writing
- Ask clarifying questions
- Take notes
- Relate selections of literature to previous knowledge
- Contribute to discussions
- Describe the influence of historical events on the English language

**Major Activities to Support Course Objectives: Journals:** Targeted and self-selected Reading Response Logs to show understanding, appreciation, and interpretation of literature

**Projects and Layered Units:** Required and optional activities to show comprehension, analysis, synthesis, and application of knowledge.

**Research:** Research a topic as the basis for the Graduation Project. Use of library resources and technological skills are required. Students will use MLA format for outline, text, parenthetical citations, and Works Cited (bibliography).

### **Student Responsibilities:**

#### ***Attendance expectations:***

Attendance is central to your success in this class. Due to the nature of this class, the coursework is completed during the class period; therefore, any absence will result in the student missing work which must be completed according to District policy.

#### ***Homework expectations:***

**Make-Up Work:** If students are absent on the day that any assignment (homework, projects, writing assignments, vocabulary, etc.) is due, they are expected to turn in that assignment on the day they return. If students have a prolonged absence due to an extenuating circumstance, a make-up schedule will be provided.

**Late Work:** All work is expected on the date that it is due! However, if students do hand work in late, the late policy is as follows: 10 percent will be deducted the first day, and 10 percent each consecutive day thereafter. After three days, credit will be 50%. If the 50 percent cap is reached, students can only receive a 50% score. The late work policy pertains to **all** graded work: homework, journals, and essays.

### **Assessment:**

#### ***Grading Components:***

- Study Guides
- Journals
- Critical Reading Skills

- Literary Analyses
- Quizzes
- Exams
- Projects
- Research Paper
- Class Participation

#### Quarterly Grades

<b>Homework</b>	<b>15-20%</b>
<b>Project</b>	<b>15-25%</b>
<b>Exams and Quizzes</b>	<b>40-60%</b>
<b>Journals</b>	<b>10-15%</b>
<b>Class Participation</b>	<b>10-15%</b>

#### Content Pacing Guide:

Topic	Major Assignments	Estimated Time
Old English (Anglo-Saxon) Period	<p><b>Core</b>            Historical background on Anglo-Saxon Period            Old English language and literature  <u>Beowulf</u> (epic poetry)            "The Seafarer" (lyric poetry)            "The Wanderer" (lyric poetry)            "The Wife's Lament" (lyric poetry)</p> <p><b>Supplemental</b>            Bede's <u>History</u>            The Anglo-Saxon Chronicle            Riddles            Text: pp. 4-83</p>	3 weeks (12-15 blocks)
Medieval Period	<p><b>Core</b>            Historical background on Medieval England and Middle English language and literature            From <u>The Canterbury Tales</u>            "The General Prologue"            "The Nun's Priest's Tale"            "The Pardoner's Tale"            From <u>Morte d'Arthur</u>            Folk Ballads            "Lord Randall"            "Get Up and Bar the Door"            "The Twa Corbies"            "Barbara Allan"</p> <p><b>Supplemental</b>            From <u>Sir Gawain and the Green Knight</u>            Other <u>Canterbury Tales</u>            Other selections from the text</p>	6 weeks (25-30 blocks)

	Text: pp. 91-204	
English Renaissance	<p><b>Core</b>  Historical background on English Renaissance and literature of the period  Historical background on Shakespeare and development of Elizabethan drama and theaters  Shakespeare's <u>Macbeth</u> (drama: tragedy)  Elizabethan Sonnets (poetry)</p> <p><b>Supplemental</b>  From <u>Utopia</u>  From <u>The King James Bible</u> (selections)  Pastoral Poetry  Text : pp. 226-464</p>	4 weeks (15-20 blocks)
Independent Research: Research Paper	<p><b>Core</b>  Student-selected research topic approved by instructor and appropriate for development of the student's Graduation Project  Production of a college-level research paper using MLA format</p>	4 weeks (On-going with 5 class blocks)
17 <sup>th</sup> and 18 <sup>th</sup> Century English Literature	<p><b>Core</b>  Historical background and literature of the period  From <u>Gulliver's Travels</u>  From <u>An Essay on Man</u></p> <p><b>Supplemental</b>  From Pepys' <u>Diary</u>  From Defoe's <u>A Journal of the Plague Year</u>  From Pope's <u>The Rape of the Lock</u>  Other selections from the text  Text: pp. 504-562</p>	1 week
The Romantic Period	<p><b>Core</b>  Historical background and literature of the period  Coleridge's <u>The Rime of the Ancient Mariner</u>  Selections from the text from the following:  William Wordsworth  Robert Burns  William Blake  Percy Bysshe Shelly  John Keats  George Gordon, Lord Byron</p> <p><b>Supplemental</b>  Other readings from the above poets/authors  Mary Wollstonecraft Shelly's <u>Frankenstein</u>  Other readings from the text  Text: pp. 652-798</p>	2 weeks
Vocabulary development	Units of 10-30 target words	On-going
Victorian and Modern Periods	Selections from Tennyson, Browning, Arnold; Hopkins, Houseman, Yeats, Eliot, Sassoon, Owen, Churchill, Gandhi; Joyce, Greene, Woolf, Lawrence Text: pp. 866-1202	2 weeks

