

* **Subject Area:** English

* **Category:** English

* **Grade Level
for which this
course has been
designed:**

9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course classified as a Career Technical Education:** No

* **Brief Course Description**

This course is designed for 10th grade students to satisfy California State Standards and provide for college preparation. Students read selected texts covering the following genres: short stories, folklore and fairy tales, drama, poetry, historical literature, speeches, plays, novels, fiction, and nonfiction. Through directed reading and writing assignments, students focus on the mechanics of language, punctuation, and vocabulary development. They demonstrate critical analysis as they evaluate patterns and connections within the literature presented, discuss and present ideas and observations, and write narrative, expository, persuasive, and descriptive essays using organization, research, drafting, editing, and revising.

Pre-Requisites

Grade C or better in English 9 - Required

Co-Requisites

Context for Course (optional)

History of Course Development (optional)

This course is modeled after the a-g English 9/10 B course we are submitting also.

This course is designed for independent study while the English 9/10 course is designed for a class.

Textbooks

TEXTBOOK 1

* **Title:** Romeo and Juliet

* **Edition:** 1st

*
Publication Date: 2003

*
Publisher: Rand

*
Author(s): William Shakespeare and Spark Notes Editors

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 2

* **Title:** Antigone

TEXTBOOK 2

* **Edition:** 2001

*
Publication Date: 2001

*
Publisher: Hackett Publishing

*
Author(s): Woodruff-translator

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 3

* **Title:** Animal Farm

* **Edition:** 1996

*
Publication Date: 1996

*
Publisher: Penguin

*
Author(s): Orwell

TEXTBOOK 3

**URL
Resource:**

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 4

* **Title:** Watership Down

* **Edition:** reprint

*
**Publication
Date:** 2005

*
Publisher: Simon & Schuster

*
Author(s): Adams

**URL
Resource:**

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 5

TEXTBOOK 5

* **Title:** Beowulf: The New Telling

* **Edition:** reprint

*
Publication Date: 1982

*
Publisher: Random House

*
Author(s): Nye

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 6

* **Title:** Grendel

* **Edition:** reissue

*
Publication Date: 1989

*
Publisher: Knopf Publishing

TEXTBOOK 6

*** Author(s):** Gardner

URL Resource:

*** Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 7

*** Title:** Canterbury Tales: Prologue and The Knight's Tale

*** Edition:** Special Value

*** Publication Date:** 1994

*** Publisher:** Dover

*** Author(s):** Chaucer

URL Resource:

*** Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 8

* **Title:** Flowers for Algernon

* **Edition:** 2004

*
Publication Date: 2004

*
Publisher: Harcourt

*
Author(s): Keyes

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 9

* **Title:** The Adventures of Ulysses

* **Edition:** reissue

*
Publication Date: 1989

*
Publisher: Scholastic

TEXTBOOK 9

*** Author(s):** Homer

URL Resource:

*** Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

Timeless Voices - Platinum, Prentice Hall 2002 CA edition - assigned readings and activities

The Reader's Choice - Course 5, Glencoe 2002 CA edition - assigned readings and activities

The Language of Literature - 10, McDougal Littell 2002 CA edition - assigned readings

*** Course Purpose**

Literature Based English is structured to fulfill the high school requirements for 10th grade, and prepare students for the rigors of university course work.

Students will:

- Demonstrate the ability to communicate clearly and coherently both orally and in writing.
- Utilize critical thinking and analysis skills by effectively completing challenging reading and writing assignments.
- Read and comprehend a wide range of genre in grade appropriate materials, including historically or culturally significant works of literature.
- Evaluate ideas, and analyze evidence gathered through library and Internet research.
- Write clear and concise essays that demonstrate correct English grammar and

mechanics.

Primary Learning Objectives for units 1-8:

Students will:

- understand literary selections from several different genres including fiction, nonfiction, folk/fairy tales, novels, drama, and poetry.
- understand provided supplementary background, social, and historical information about each literature selection.
- apply literary terms appropriate to each assigned literature selection (plot, characterization, theme, setting, symbolism, foreshadowing, figurative language, tragedy, comedy, allusion, blank verse, etc.).
- develop vocabulary skills including literal and figurative, and connotative and denotative word meanings.
- use critical thinking and analysis skills.
- understand, summarize, evaluate, and respond to literature selection.
- communicate clearly through discussions and/or presentations related to assigned literature.
- use the writing process to generate clear and concise essays that demonstrate technological skills, and correct English grammar and mechanics.
- connect each assigned literature piece to personal experiences, culture, and other literature.
- navigate word-processing software, and search engines.
- understand and apply effective research skills, utilizing a variety of resources.

* Course Outline

Students in Literature Based English will complete 8 units of study, each including a full-length work of literature and support materials, and related key assignments. Center for Learning curriculum guides will be used for most units. Within each unit, students will work with a primary genre and make connections to poetry or non-fiction. While completing writing assignments students will receive instruction in grammar, usage, and composition, including all stages of the writing process. Teachers may substitute grade level college preparatory literature when applicable to the key assignments of a unit.

Unit 1: Romeo and Juliet

Central Topics:

- the impact of culture on literature
- monologue

- oral presentation
- language

Unit 2: Antigone

Central Topics:

- historical/cultural connection
- Greek theater
- Tragedy

Unit 3/4: Animal Farm and Watership Down

Central Topics:

- Animal Tales/Beast Fables
- Verisimilitude
- Foreshadowing
- Allegory
- Propaganda
- Epic/epic hero
- Political commentary

Unit 5: Beowulf: The New Telling and Grendel

Central Topics:

- point of view
- persuasive essay
- historical/cultural connections
- oral debate

Unit 6: Canterbury Tales

Central Topics:

- short story
- historical/cultural connections
- characterization
- symbolism
- satire
- Middle English

Unit 7: Flowers for Algernon

Central Topics:

- modern literature
- interview
- dialogue
- novel

Unit 8: Adventures of Ulysses

Central Topics:

- historical/cultural connections
- short story
- epic/epic hero
- journaling

* Key Assignments

Unit 1 Key Assignments:

1. Participate in weekly discussion with instructor,
2. Read *Romeo and Juliet* and supplemental materials.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Complete vocabulary development activities.
6. Write a 700-800 word essay that compares and contrasts *Romeo and Juliet* and *West Side Story*.
7. Rewrite a scene from *Romeo and Juliet*, placing it in modern day Chico.
8. Memorize and deliver a short monologue from *Romeo and Juliet*.
9. Take comprehensive unit test, consisting of matching, multiple-choice, and short answer questions.

Unit 2 Key Assignments:

1. Participate in weekly discussion with instructor.
2. Read *Antigone*.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Complete vocabulary development activities.
6. Write a brief 250 word essay discussing the function of the chorus in *Antigone*.
7. Take comprehensive unit test, consisting of matching, multiple-choice, and short answer questions.

Unit 3/4 Key Assignments:

1. Participate in weekly discussion with instructor.
2. Read *Animal Farm* and *Watership Down*.
3. View and discuss propaganda in the video: *Cartoons at War*.
4. Complete curriculum guide activities related to central topics.
5. Answer comprehension and analysis questions.
6. Complete vocabulary development activities.
7. Write a 1,500-word essay in which you compare and contrast an event or character in *Animal Farm* with a parallel event or figure from history. Use MLA format and specific references and quotes from the book.
8. Create a pamphlet from the point of view of the pigs aimed at persuading others of the importance of participating in a revolution.
9. Take comprehensive unit test, consisting of matching, multiple-choice, and short answer questions.

Unit 5 Key Assignments:

1. Participate in weekly discussion with instructor.
2. Read *Beowulf: The New Telling* and *Grendel*.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Complete vocabulary development activities.
6. Write a 600 word persuasive essay on the character of *Grendel*.
7. Participate in a debate on the character of *Grendel*.
8. Take unit comprehensive test, consisting of matching, multiple-choice, and short answer questions.

Unit 6 Key Assignments:

1. Participate in weekly discussion with instructor.
2. Read *Canterbury Tales: Prologue and The Knight's Tale*.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Complete vocabulary development activities.
6. Create a collage of symbolic pictures representing an assigned character of the prologue.
7. Write a character description using the style of the prologue of *Canterbury Tales*.
8. Take unit comprehensive test, consisting of matching, multiple-choice, and short answer questions.

Unit 7 Key Assignments:

1. Participate in weekly discussion with instructor.
2. Read *Flowers for Algernon*.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Complete vocabulary development activities.
6. Using dialogue format, write and present an interview related to an event in *Flowers for Algernon*.
7. Take comprehensive unit test, consisting of matching, multiple-choice, and short answer questions.

Unit 8 Key Assignments:

1. Participate in weekly discussion with instructor and peers.
2. Read *Adventures of Ulysses*.
3. Complete curriculum guide activities related to central topics.
4. Answer comprehension and analysis questions.
5. Complete vocabulary development activities.
6. Write a 100 word journal entry as Ulysses for each of his day's adventures.
7. Write a short story in which you create a childhood for Ulysses. The story should take into consideration the time and place of his life, and the person he becomes as an adult.
8. Take comprehensive unit test, consisting of matching, multiple-choice, and short answer questions.

* Instructional Methods and/or Strategies

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose

to meet weekly with their Personalized Learning Teacher and/or Highly Qualified Teacher instead. The same instructional methods are used in either case.

- Presentation: Concepts and reading assignments are introduced, explained, and demonstrated during weekly class/teacher (Personalized Learning and Highly Qualified) meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension.
- Discussion: Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings. Students work in small groups or one-on-one whenever possible to increase participation.
- Reading: Students read all required reading: primary novels in their entirety.

supplemental materials in part, some text books in their entirety.

- Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics and text book readings. Activities vary from summary, short answer to extended essay. Research papers, response to literature, and literary analysis. Papers are graded according to rubrics detailing: expected organization of work; clarity of thesis statement; format of formal papers; content or message; flow of writing; and grammar and punctuation conventions.
- Oral Presentation: Students present information during weekly class meetings both formally and informally. Presentations include Power Point, debate, and discussion, and always include an outline or handout and audio-visual aides.
- Library/Internet Research: Students research topics that are relevant to the reading assignments and give written and oral reports of their findings.

* Assessment Methods and/or Tools

- Attendance at Resource Center Class twice weekly OR weekly review of work by Personalized Learning Teacher/Highly Qualified Teacher
- Written assignments evaluated by provided writing rubrics
- Oral presentations
- Discussions: classroom participation and small group work. If not enrolled in Resource Center class then weekly discussions with Personalized Learning Teacher/Highly Qualified Teacher.
- Weekly homework assignments
- Chapter/Unit tests
- Comprehensive midterm/final

Assessment tools may also include the following:

- Participation in weekly lab activity with graded lab manual (science courses)
- Student demonstrations
- Student work samples
- Research Projects
- Projects: Power Point Presentation, brochures, community service, etc.

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher.

Feedback is provided on all written work with student revision and rewrite completed when appropriate.

* Reading

Read *Romeo and Juliet* and supplemental materials.

Memorize and deliver a short monologue from *Romeo and Juliet*.

Read *Antigone*.

Complete curriculum guide activities related to central topics.

Answer comprehension and analysis questions.

Read *Animal Farm* and *Watership Down*.

Complete vocabulary development activities.

Take unit tests, consisting of matching, multiple-choice, and short answer questions.

Read *Beowulf: The New Telling* and *Grendel*.

Research to prepare and participate in a debate on the character of *Grendel*.

Read *Canterbury Tales: Prologue and The Knight's Tale*.

Read *Flowers for Algernon*.

Read *Adventures of Ulysses*.

* Writing

Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics. Activities vary from short answer to extended essay and are graded according to rubrics detailing expected content, and grammar and punctuation conventions. While completing writing assignments students will receive instruction in grammar, usage, and composition, including all stages of the writing process. Teachers may substitute grade level college preparatory literature when applicable to the key assignments of a unit. Writing assignments will include but not be limited to:

Write a 700-800 word essay that compares and contrasts *Romeo and Juliet* and *West Side Story*.

In pairs, rewrite a scene from *Romeo and Juliet*, placing it in modern day Chico.

Complete vocabulary development activities.

Write a brief 250 word essay discussing the function of the chorus in *Antigone*.

Write a 1,500-word essay in which you compare and contrast an event or character in *Animal Farm* with a parallel event or figure from history. Use MLA format and specific references and quotes from the book.

Create a pamphlet from the point of view of the pigs in Animal Farm, aimed at persuading others of the importance of participating in a revolution.

Write a 600 word persuasive essay on the character of Grendel.

Using dialogue format, write and present an interview related to an event in Flowers for Algernon.

Write a 100 word journal entry as Ulysses for each of his day's adventures.

Write a short story in which you create a childhood for Ulysses. The story should take into consideration the time and place of his life, and the person he becomes as an adult.

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