



# UTICA COMMUNITY SCHOOLS

---

**Course Title:** English 11

**Course Content Expectations:**

**Part I: The Anglo-Saxon and Medieval Periods**

**Big Ideas:** The Journey, Oral Tradition, Honor, Truth, Heroic Codes, Value Systems, Use of Language, Transformation

**Theme Statement:** *Language transforms and is transformed by humanity.*

**Text:** *Beowulf, The Canterbury Tales and other works*

**Students will create and collect from the following suggested assignments:**

- Persuasive essay
- Writing samples (demonstrations of writing to access prior knowledge, writing to learn, writing to demonstrate learning, and ability to read critically—e.g. what does the text say? /How does it say it? /What does it mean? /So what?)
- Creating a political cartoon
- Reading political cartoons
- Eulogy writing
- Research on the woman's voice

**Writing Assessments:**

- Write a poetry analysis
- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Choose a research project related to the theme and or content of the text.

**Understand and recognize characteristics of**

- Anglo-Saxon literature
- Medieval literature
- Oral tradition

**Understand the use and effect of literary elements**

- Plot, setting, conflict (internal/external)
- Theme

- Mood
- Tone
- Style
- Characterization
- Author's purpose
- motifs

**Be able to define and recognize literary devices**

- Allusion
- Irony
- Satire
- Use of repetition and rhyme
- Figurative language
- Imagery
- Symbolism
- Metaphor / simile
- Implied meaning

**Understand and be able to discuss historical/cultural**

- Important events
- Milestones for the developing English language
- History of the Anglo-Saxons
- Invasion of the Normans in 1066
- Warfare, feasting, boasting

**Understand and be able to discuss language variety and use**

- Old English to Middle
- Middle English to Standard American English

**Read and understand informational text**

- Magazine/Newspaper feature articles
- Political Cartoon
- Eulogy
- Information text providing historical perspective
- Scientific article

**Know and be able to identify expository elements**

- Thesis
- Supporting ideas
- Facts and details
- Chronology
- Explanation
- Procedures
- Author's perspective

### **Be able to identify organizational patterns**

- Fact/opinion
- Cause/effect
- Theory/evidence
- Statements/Arguments

### **Ongoing Literacy Development**

- **Vocabulary** (Understand how languages and dialects are used to communicate effectively in different circumstances; understand the appropriate uses/implications of casual or informal language vs. Professional language; recognize language bias through diction and voice; build academic vocabulary; use roots, prefixes, suffixes, and content to examine the dynamic nature of language).
- **Grammar skills** (Recognize elements of dialogue; apply conventions of punctuation/usage; understand and use editing process).
- **Reading Strategies** (Identify purpose; preview text; analyze text for main ideas; author's approach; supporting details; and sequential, comparative, and cause/effect relationships. Identify thesis, evidence, structure, style, and organization. Summarize. Ask questions, visualize, make connections, determine importance, infer, synthesize, and monitor comprehension.).
- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing; write vivid descriptions).

### **Part 2: Informed Decision-making: The Renaissance**

**Big Ideas:** Decision Making Process; Action/Inaction; Consequences

**Theme Statement:** *Decisions are filtered through beliefs.*

**Text:** *Hamlet* and other literature

**Students will create and collect from the following suggested assignments:**

- Comparison/contrast essay
- Writing samples (Demonstrations of writing to access prior knowledge, writing to learn, writing to demonstrate learning, and ability to read critically—e.g. what does the text say? /How does it say it? /What does it mean? /So what?)
- Research on Renaissance authors

### **Writing Assessments:**

- Read various genres (feature story and interview/article).
- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Write a comparison and contrast paper.
- Write a persuasive essay.

**Know and be able to discuss/write about literary movements**

- English Renaissance
- Oral tradition

**Be able to define and recognize literary elements**

- Tone
- Mood,
- Style
- Characterization
- Author's purpose

**Be able to define and recognize literary devices**

- Allusion
- Irony
- Satire
- Use of repetition and rhyme
- Figurative language
- Imagery
- Symbolism
- Metaphor / simile
- Implied meanings

**Recognize and understand the following kinds of informational text**

- Magazine/on-line article
- Informational text providing historical perspective

**Recognize and be able to identify expository elements**

- Thesis
- Supporting ideas
- Facts and details
- Explanation
- Procedures
- Multiple concepts
- Author's perspective

**Be able to identify organizational patterns**

- Fact/opinion
- Cause/effect
- Theory/evidence
- Statements/arguments

**Understand and discuss critical perspectives**

- Religious perception/contradictions
- Literary critical perceptions: moral, religious, scientific

### **Ongoing Literacy Development**

- **Vocabulary** (determine definition from context; acquire a sense of language patterns; build academic vocabulary; understand the appropriate uses/implications of casual or informal language vs. professional language; use roots, prefixes, suffixes, and content to examine the dynamic nature of language.).
- **Grammar skills** (choose words to match style/tone; apply parts of speech correctly; understand and use sentence structure and elements providing variety, fluency, and flow; use editing conventions; correct subject-verb agreement; pronoun agreement; and apostrophe usage).
- **Reading Strategies** (Identify purpose; preview text; analyze text for main ideas; authors approach; supporting details; and sequential, comparative, and cause/effect relationships.).
- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing.)

### **Part 3: Technology: Potential for Enhancing Human Life**

**Big Ideas:** The Role of Technology; Unintended Consequences; Appreciating Human Life

**Theme Statement:** *Man's potential for transforming his world is limitless.*

**Text:** *Frankenstein* and other literature

**Students will create and collect from the following suggested assignments:**

- Comparison/contrast essay
- Writing samples demonstrating writing to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically (e.g. *What does the text say?/How does it say it?/What does it mean?/So what?*)
- Write a paper regarding their reaction to technology
- Research a bio-ethical issue

**Writing Assessments:**

- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Write a comparison/contrast essay
- Research a bio-ethical issue and argue for or against it

**Understand and recognize the literary elements and devices**

- Narrative text
- Informational text

**Be able to define and recognize literary elements**

- Poetry
- Science Fiction
- Enlightenment and Romantic literature
- Newspaper
- Informational text providing historical perspective

**Be able to define and recognize literary devices**

- Plot, Setting, conflict (internal/external) Theme
- Mood
- Tone
- Style
- Characterization
- Author's purpose
- Elements of science fiction

**Understand the historical/cultural importance**

- Historical background of Tudor England
- Decisions based on time period

**Recognize and discuss expository elements**

- Thesis
- Supporting ideas
- Examples
- Writer's tone
- Facts and details
- Explanation
- Procedures
- Author's perspective

**Recognize and discuss organizational patterns**

- Question/answer
- Compare/contrast
- Definition with explanation
- Fact / opinion
- Cause / effect
- Theory / evidence
- Statements / arguments

## Ongoing Literacy Development

- **Vocabulary** (Determine definition from context. Acquire a sense of language patterns. Build an academic vocabulary. Use roots, prefixes, suffixes, and content to examine the dynamic nature of language. ).
- **Grammar skills** (Choose words to match style and tone. Apply parts of speech correctly. Understand and use sentence structure and elements providing variety, fluency and flow. Use editing conventions: correct subject-verb agreement, idiom, possessive, and apostrophe usage.).
- **Reading Strategies** (Identify purpose; preview text. Analyze text for main idea; author's approach; supporting details; and sequential, comparative, and cause/effect relationships. Identify thesis, evidence, structure, style, and organization. Ask questions, visualize, make connections, determine importance, summarize, infer, synthesize, and monitor comprehension.).
- **Writing strategies** (Use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing.)
- **Research** (Renaissance authors).

## Part 4: Victorian Period and Contemporary British Literature in the 20<sup>th</sup> Century

**Big Ideas:** Coping with crisis, chaos, and change; Civilization as structure; Understanding the power of fear; Human nature; Choices; Loss of innocence; Civilization vs. savagery

**Theme Statement:** *Under some conditions good people do bad things.*

**Text:** *Lord of the Flies* and other works.

**Students will create and collect from the following suggested assignments:**

- Persuasive essay
- Letter to the editor
- Writing samples demonstrating writing to access prior knowledge, writing to learn, writing to demonstrate learning; and ability to read critically
- Creation of a digital story
- Narrative with Internal Dialogue
- Research of Victorian era or 20<sup>th</sup> century British literature

**Writing Assessments:**

- Demonstrate critical thinking by answering the following questions about the article, poem and/or memoir: *What does the text say? /How does it say it? /What does it mean? /So what?*
- Analyze a poem

**Understand literary elements and devices:**

- Novel
- Poetry

- Newspaper articles
- Digital story
- Information text
- Biography
- Interview

**Know and recognize literary elements**

- Theme
- Situational irony
- Conflicts (internal and external)
- Symbolism (universal and contextual)
- Thesis
- Supporting ideas
- Chronology
- Explanation
- Multiple concepts
- Author's purpose
- Settings: geographical features

**Know, recognize and use literary devices:**

- Diction
- Point of view
- Personification
- Figurative language
- Allegory
- Parody
- Implied meaning

**Understand and discuss the historical/cultural relevance**

- 1837-1901: Victoria's rule
- 1859: Darwin's Origin of Species
- 1914-1918: World War I
- 1945: End of World War II in Europe

**Understand, recognize and use organizational patterns**

- Fact / opinion
- Cause / effect
- Theory / evidence
- Statements / arguments

**Understand media features**

- Shots: pan shots, tracking shots, traveling shots, full shots, two shots, close up, dissolve
- POV (point of view)

## Ongoing Literacy Development

- **Vocabulary** (understand how languages and dialects are used to communicate effectively in different circumstances; understand the implications and potential consequences of language use; understand the appropriate uses and implications of casual and informal language vs. professional language).
- **Grammar skills** (Recognize elements of dialogue; apply conventions of punctuation/usage; understand and use editing conventions.).
- **Reading Strategies** (Identify purpose; preview text; analyze the text for main ideas, author's approach, supporting details; and sequential, comparative, and cause / effect relationships).
- **Writing strategies** (use the writing process; identify purpose and audience; revise with checklist; critique/evaluate own writing; write vivid descriptions).