

Course Title: English 11 British Literature
Subject: English (literature, grammar, and vocabulary)
Grade Level: 11
Department/School: English/Glen Ridge High School
Duration: Full Year
Number of Credits: 5
Prerequisite: English 10
Elective or Required: Required

Course Description

English 11 British Literature is a survey course of epic poems, plays, poetry, novels, historical documents, and speeches. The curriculum focuses on the following skills and learning experiences:

Reading - Reflection and Response: Students will reflect upon and respond to print and non-print texts.

Research/Analysis: Students will conduct research and analyze text in order to inform an audience.

Critical Reading - Evaluation: Students will use critical thinking skills to analyze and evaluate text structures and develop and support arguments.

Critical Reading - Analysis: Students will analyze text to gain meaning and synthesize ideas.

Literary Analysis: Students will analyze and interpret British Literature.

Language - Vocabulary, Grammar, Usage, and Mechanics: Students will apply conventions of grammar and language usage.

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Completed by: Julie Anderson
August 2011

English 11: British Literature

Topic/Unit: Anglo Saxon

Approximate # of Weeks: 4

Essential Questions:

Why does every age need a hero?

Who are our heroes today?

Upon completion of this unit, students will be able to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.RL.1)
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.RL.2)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (11-12.W.1)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (11-12.W.3)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11-12.SL.5)
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate (11-12.SL.6)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (11-12.L.2)

Interdisciplinary Standards (njcccs.org)

- 1.1- The Creative Process
- 1.2- History of the Arts and Culture
- 6.2- World History/Global Studies
- 8.1- Educational Technology
- 9.1- 21st-Century Life & Career Skills

Activities - 21st Century Technologies:

- Audio of original Old English reading of sections of Beowulf
- Smart Board

Writing Assignments:

- In class quote analysis on White Teeth
- Write the monster's (Grendel) perspective of Beowulf
- Compare modern super heroes or monsters to the ones in studied selections

Enrichment Activities:

- Compare the influx of nations and cultures as present in Beowulf and White Teeth (summer reading)
- Research and apply background historical knowledge.
- Research kinds of monsters and create a visual representation of a monster created at this time through the coming together of different cultures.

Methods of Assessment/Evaluations:

- Reading quizzes
- Creative writing
- Class Discussion
- Contemporary Connections
- In class quote analysis

Resources: Texts, Literature (RL), Information (RI):

- from the epic Beowulf
- from A History of the English Church and People

Online Resources:

- teacher webpage
- <http://www.shmoop.com/beowulf/botw/resources?d=http://www.faculty.virginia.edu/OldEnglish/Beowulf.Readings/Beowulf.Readings.html>

English 11: British Literature
Topic/Unit: Medieval

Approximate # of Weeks: 5

Essential Questions:

- What is a pilgrimage?
- Are the ideals of the Medieval society still in existence today?
- Utopia means NO PLACE - does ideal exist as seen in Camelot?

Upon completion of this unit, students will be able to:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (11-12.W.2)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (11-12.W.3)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.W.5)

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.6)
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11-12.L.3)

Interdisciplinary Standards (njcccs.org)

- 1.1- The Creative Process
- 1.2- History of the Arts and Culture
- 6.2- World History/Global Studies
- 8.1- Educational Technology
- 9.1- 21st-Century Life & Career Skills

Activities - 21st Century Technologies:

- Discussion Board on turnitin.com
- Smart Board

Writing Assignments:

- Create a modern-day pilgrimage to parody the “Prologue” to The Canterbury Tales

Enrichment Activities:

- Compare the Arthurian Legend to JFK
- Research the art and music of the Medieval Period (e.g. manuscript illuminations, Gregorian chant)
- View other presentations dealing with “The Arthurian Legend” (e.g. “The Once and Future King”, “Merlyn”)

Methods of Assessment/Evaluations:

- Post connections using discussion board
- Creative Writing (re-Write/modernize Prologue)
- Revisit essential questions

Resources: Texts, Literature (RL), Information (RI):

- from The Canterbury Tales
- from Morte d’ Arthur
- from *Profiles in Courage*

Online Resources:

- Teacher Webpage

Approximate # of Weeks: 6

Essential Questions:

How did the Enlightenment and thirst for knowledge affect the culture, religion, and politics of England.

Upon completion of this unit, students will be able to:

- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (11-12.RL.7)
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (11-12.RL.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11-12.L.5)
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.RI.3)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (11-12.L.1)

Interdisciplinary Standards (njcccs.org)

- 1.1- The Creative Process
- 1.2- History of the Arts and Culture
- 6.2- World History/Global Studies
- 8.1- Educational Technology
- 9.1- 21st-Century Life & Career Skills
- 1.3- Performance

Activities - 21st Century Technologies:

- Smart Board

Writing Assignments:

- Write a Shakespearean sonnet that maintains the form and function, but applies to modern day.
- Choose and analyze important quotations from one of the plays studied; select “the quotation” of the play to explain and defend its vital significance. (essay)
- Journalistic writing project that reports on an important historical event of the time period.

Enrichment Activities:

- Create a playbill to one of the Shakespeare plays studied that includes casting the play, summarizing the acts in sonnet form, choosing music that represents the mood of the acts, and writing a critique from the perspective of a contemporary of Shakespeare.
- Select passages from Macbeth for dramatic presentation.
- Memorize a sonnet, monologue, or soliloquy.
- Consider words that Shakespeare created and are commonly used today.

- Create a Shakespeare performance among the entire 11th grade.

Methods of Assessment/Evaluations:

- Write a Shakespearean sonnet that maintains the form and function, but applies to modern day.
- Create a playbill to one of the Shakespeare plays studied that includes casting the play, summarizing the acts in sonnet form, choosing music that represents the mood of the acts, and writing a critique from the perspective of a contemporary of Shakespeare. Select passages from Macbeth for dramatic presentation
- Memorize a sonnet, monologue, or soliloquy
- Choose and analyze important quotations from one of the plays studied; select “the quotation” of the play to explain and defend its vital significance.

Resources: Texts, Literature (RL), Information (RI):

- Sonnets of Shakespeare
- from Utopia
- “Elizabeth’s Speech Before her Troops”
- Othello
- Macbeth
- As You Like It
- Taming of the Shrew

Online Resources:

- Teacher Webpage
- turnitin.com

English 11: British Literature
Topic/Unit: The 17th and 18th Centuries (1625-1798)

Approximate # of Weeks: 4

Essential Questions:

Is Satire effective?

How did cultural and scientific advancements affect the writing of the time.

Upon completion of this unit, students will be able to:

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (11-12.RL.4)
- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (11-12.RL.5)
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11-12.RL.6)

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.(11-12.W.1)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (11-12.L.4)

Interdisciplinary Standards (njcccs.org):

- 1.1- The Creative Process
- 1.2- History of the Arts and Culture
- 6.2- World History/Global Studies
- 8.1- Educational Technology
- 9.1- 21st-Century Life & Career Skills

Activities - 21st Century Technologies:

- Turnitin.com Discussion Board posts on scientific and cultural advances that influenced the writing of the time.
- Viewing of social media
- Smart Board

Writing Assignments:

- Satire depends a lot on the historical conditions of the time. How have Swift's specific concerns stayed relevant for so long? How has Satire remained a tool of criticism (essay)
- Write a piece of satire on an issue currently under debate in today's society.

Enrichment Activities:

- Compare and contrast an Old Testament version to a portion of Paradise Lost. Consider how Paradise Lost has influenced the popular understanding of biblical stories.
- Research the scientific advancements of the time and how they affected and manifested in the poetry of Donne.
- Explore and analyze current day satire such as The Daily Show, The Colbert Report, The Onion to discuss why satire is still prevalent today.
- Interpret a modern event and decide how it would be portrayed on SNL.

Methods of Assessment/Evaluations:

- Recognize and analyze the qualities of metaphysical poetry in a new piece. (quiz)
- Essay
- Discussion
- Satire piece

Resources: Texts, Literature (RL), Information (RI):

- Poetry of Donne
- from Pepy's The Diary
- from A Journal of the Plague Year
- from Gulliver's Travels
- from The Rape of the Lock
- "Elegy Written in a Country Churchyard"

- “A Modest Proposal” by Swift
- excerpts from Paradise Lost
- excerpts from the Old Testament of the King James Bible

Online Resources:

- Teacher Webpage

English 11: British Literature
Topic/Unit: Romantic

Approximate # of Weeks: 6

Essential Questions:

What boundary should be kept between man and nature?

When does ambition become dangerous?

Upon completion of this unit, students will be able to:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.W.5)
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (11-12.RL.7)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12.SL.4)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11-12.SL.5)
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.SL.6)

Interdisciplinary Standards (njcccs.org)

- 1.1- The Creative Process
- 1.2- History of the Arts and Culture
- 6.2- World History/Global Studies
- 8.1- Educational Technology
- 9.1- 21st-Century Life & Career Skills

Activities - 21st Century Technologies:

- Viewing social media
- Online Peer Revisions/Editing
- Smart Board

Writing Assignments:

- Observe an aspect of nature and write a poem in the Romantic Style
- Create an argument surrounding theme, perspective, or a connection of supplementary reading to Frankenstein. (essay)

Enrichment Activities:

- Research the use of Frankenstein in “pop” culture
- Research the current debates of stem cell research, genetic work, etc. to compare with the themes and concerns of Frankenstein.

Methods of Assessment/Evaluations:

- Creative Writing
- Essay
- Discussion
- Oral presentation: Find a piece of literature, poem, essay, etc. that represents a questioning of current advancements in technology, medicine, and/or science that would connect the questions of Romantic authors to modern authors.

Resources: Texts, Literature (RL), Information (RI):

- poetry of William Blake
- Coleridge’s “The Rime of the Ancient Mariner”
- Essays by Mary Wollstonecraft and Jane Austen
- Frankenstein
- Pride and Prejudice

Online Resources:

- Teacher Webpage
- NPR.com

English 11: British Literature
Topic/Unit: Victorian

Approximate # of Weeks: 6

Essential Questions:

- How does the human psyche drive one’s behavior?
- What are the risks and consequences of suppressing natural desires?
- What duality exists in all people?

Upon completion of this unit, students will be able to:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.W.4)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.W.5)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11-12.RI.1)
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.RI.3)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (11-12.W.10)

Interdisciplinary Standards (njcccs.org)

- 1.1- The Creative Process
- 1.2- History of the Arts and Culture
- 6.2- World History/Global Studies
- 8.1- Educational Technology
- 9.1- 21st-Century Life & Career Skills

Activities - 21st Century Technologies:

- Smart Board

Writing Assignments:

- Journaling the characters, themes, and plot development of Jane Eyre using quote analysis to provide evidence and analysis.
- Research the historical events, circumstances of England at the time, to create an essay that chooses one of the pieces read during the unit to explain, defend, and/or demonstrate how the time period influences and informs the literature/poetry produced.
- Essay derived from essential questions that focuses on a text(s) from the unit.

Enrichment Activities:

- Research biographical information on Robert Louis Stevenson and relate to his writing of Dr. Jekyll and Mr. Hyde
- Using the background knowledge of England's colonial expansion, abuse of children and women in industrial England, and the upheaval of thinking caused by Darwin, analyze the ways in which the authors of this time portray and contemplate these issues in their writing

Methods of Assessment/Evaluations:

- Essay
- Journaling

Resources: Texts, Literature (RL), Information (RI):

- Dr. Jekyll and Mr. Hyde
- Poetry of Tennyson, Browning, Yeats, and T.S. Eliot
- from Hard Times (Dickens)
- Jane Eyre

Online Resources:

- Teacher Webpage

English 11: British Literature
Topic/Unit: Modern / Post Modern (1901 - Present)

Approximate # of Weeks: 6

Essential Questions:

How does society react to upheaval?

What does society value in this time, what values are consistent throughout time?

Upon completion of this unit, students will be able to:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively (11-12.SL.1)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (11-12.SL.3)
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (11-12.W.1)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. (11-12.W.8)
- Draw evidence from literary or informational texts to support analysis (11-12.W.9)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11-12.W.7)

Interdisciplinary Standards (njcccs.org)

- 1.1- The Creative Process
- 1.2- History of the Arts and Culture
- 6.2- World History/Global Studies
- 8.1- Educational Technology
- 9.1- 21st-Century Life & Career Skills

Activities - 21st Century Technologies:

- Smart Board

Writing Assignments:

- Journaling
- Creating a self developed essay discussing how a text from 20th-21st Century British writers was a reflection of the time it was written

Enrichment Activities:

- Research the world situation in 1949 that prompted 1984
- Socratic Seminar
- Literature circles

Methods of Assessment/Evaluations:

- Socratic Seminar
- Journaling
- Reading quizzes
- Analysis questions
- Essay

Resources: Texts, Literature (RL), Information (RI):

- selected readings of Virginia Woolf and D.H. Lawrence
- select World War I poetry
- self selected texts of 20th and 21st century British novelists
- Poetry of Yeats, T.S. Eliot, Auden, and Thomas

Online Resources:

- Teacher Webpage