

* **Subject Area:** English

* **Category:**

* **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**

Literature Based English is designed for 9th and 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

Co-Requisites

Context for Course (optional)

History of Course Development

(optional)

Textbooks

TEXTBOOK 1

* **Title:** Romeo and Juliet

* **Edition:** 1st

*
Publication Date: 2003

*
Publisher: Rand

*
Author(s): William Shakespeare and Sparknotes editors

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 2

* **Title:** Antigone

* **Edition:** 2001

*
Publication 2001

TEXTBOOK 2**Date:**

*

Publisher:

Hacket 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

URL**Resource:**

TEXTBOOK 3*** 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*** Title:**

Beowulf: The New Telling

TEXTBOOK 5

* **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

*
Author(s): Gardner

TEXTBOOK 6

**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

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: Scholastic

*
Publisher: Homer

TEXTBOOK 9

*** Author(s):** Homer

URL Resource:

*** Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials*** Course Purpose**

Literature Based English is structured to fulfill the high school requirements for 9th or 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 and peers.
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. In pairs, 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 unit test, consisting of matching, multiple-choice, and short answer questions.

Unit 2 Key Assignments:

1. Participate in weekly discussion with instructor and peers.
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 unit test, consisting of matching, multiple-choice, and short answer questions.

Unit 3/4 Key Assignments:

1. Participate in weekly discussion with instructor and peers.
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 unit test, consisting of matching, multiple-choice, and short answer questions.

Unit 5 Key Assignments:

1. Participate in weekly discussion with instructor and peers.
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 test, consisting of matching, multiple-choice, and short answer questions.

Unit 6 Key Assignments:

1. Participate in weekly discussion with instructor and peers.
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 test, consisting of matching, multiple-choice, and short answer questions.

Unit 7 Key Assignments:

1. Participate in weekly discussion with instructor and peers.
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 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 unit test, consisting of matching, multiple-choice, and short answer questions.

* Instructional Methods and/or Strategies

Instructional Methods and/or Strategies:

- Presentation: Concepts and reading assignments are introduced, explained, and demonstrated during weekly class meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension.
- Whole-class and small group discussions: Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings.
- Reading: Students read all required reading, both primary and supplementary materials. Multiple genres will be presented, usually but not always in their complete text.
- 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.

- Oral Presentation: Students present information during weekly class meetings both formally and informally. Presentations include Power Point, debate, and discussion.
- 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

Exams, quizzes, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of multiple choice, matching, and short answer questions. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and teacher feedback is provided on all written work with student revision and rewrite completed when appropriate.

Assessment Methods and/or Tools:

- unit tests and quizzes
- weekly class attendance
- written assignments evaluated by provided writing rubrics
- oral presentations
- classroom participation such as discussions and small group work
- daily homework assignments

* 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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