

## **Fourth Form English B Course Outline**

**Our Lady of Mount Carmel High School**

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### **Course Overview**

English Literature emphasizes continued development of reading, writing and oral communication skills. Various types of literature include novels, short stories, poetry and drama. In composition, students learn techniques for effective writing with special emphasis on essay development. Students will also acquire the necessary skills to adequately analyze literary texts and examine the various themes and underlying messages these works are designed to show them. Students will engage in presentations and projects along the year to further develop these writing, speaking, reading and listening skills and also demonstrate what they have learned.

### **Course Objectives**

- List, explain and identify the elements of prose, drama and poetry.
- Acquire necessary skills to engage in whole class and small group activities.
- Exercise their speaking skills by engaging in class discussion and actively participating in collaborating and elaborating on peers' ideas.
- Develop a portfolio with the relevant documents, tests, quizzes and rubrics acquired during the semester.
- Develop multiple literacies, independent and critical thinking and a willingness to question past and present practices.
- Examine literary texts in literature circles.
- Encourage reading of literary text for appreciation, understanding and relate it to everyday living.
- Participate in creating the set and dramatizing the drama at the end of the unit.
- Create unique analytical essays on the literature discussed in class.
- Engage in active reading and develop the necessary annotation and comprehension skills.
- Avoid absences, plagiarism and late work at all times.
- Respect the opinions of others and willingly exchange ideas.

## **Course Syllabus**

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## **Required Texts**

- Hodge, M. (1996). *For the Life of Laetitia*. Orion Children's Books.
- Shakespeare, W. (1601). *12th Night*. CSEC Ed. HODDER Education Publishing.

## **Poems List**

- An African Thunderstorm by David Rubadiri
- South by Kamau Brathwaite
- Dulce et Decorum Est by Wilfred Owen
- This is the Dark Time, My Love by Martin Carter
- West Indies, U.S.A. by Stewart Brown
- Sonnet Composed Upon Westminster Bridge by William Wordsworth
- My Parents by Stephen Spender
- Little Boy Crying by Mervyn Morris
- Mirror by Sylvia Plath
- The Woman Speaks to The Man Who Has Employed Her Son by Lorna Goodison

## **Short Stories List**

- Berry by Langston Hughes
- Mint Tea by Christine Craig
- Georgia and Them There United States by Velma Pollard

## **Additional Texts**

- McDonald, H.S; & McWatt, M. (2017). *A World of Prose*. Hachette UK
- McDonald, H.S; & McWatt, M. (2017). *A World of Poetry*. Hachette UK

## **Class Etiquette and Expectations**

- Copying, cheating or plagiarism will not be tolerated. They are grounds for failing the assignment and/or the course.
- Consistent and punctual attendance is necessary to pass the course as most work will be completed in class.
- At the beginning of class, and when the teacher needs to give directions, students will have five seconds to turn their attention to the front and their voices off.
- During work time, students will have more freedom; however, failure to maintain proper classroom behavior will result in removal from the group or the classroom.
- All general school expectations and rules are to be followed.

### **Grading and Assessments**

Formative Assessments = 20%
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Summative Assessments = 20%
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Final Project = 20%

- Formative Assessments (3-5 per week): Think alouds, poetry recitations, journaling, quizzes, 40 min essays, summaries, character sketches, drawings, group discussion (jigsaw, inside/outside, station work, popcorn), pre, during, and post reading activities, theater activities, poem/article analysis, review activities, EQ exit tickets, quizzes.
- Summative Assessments (every 2-3 weeks): Oral presentations, portfolios, essays

### **Semester 1**

<b>Week 1</b> Introduction to literature Get to know the students	
<b>Unit 1: Poetry (6 weeks)</b> Rationale: The goal for this unit is to help students hone their writing and analytical skills. We will model the annotation and analysis through poetry think-alouds. Eventually, students will be able to independently annotate and analyze poems and articles. In addition to analyzing, students will write their own poems and learn how to peer	

review. Students will also begin to use their presentation skills through poetry recitations and a presentation at the end of the unit.	
Week 2-4 Topics: Figurative language Paragraph writing Questioning Annotation Peer editing & review  <b>Summative Assessment: Poetry portfolio (students will create, peer edit, and revise several poems)</b>	Enduring Understandings: Students will understand that great writers edit and re edit their writings. Students will understand that good readers annotate and question what they read. Essential Questions: English A Connection: How is God a part of these lessons?
Week 5-7 Topics: Theme Analysis Comparison and Contrast Presenting  <b>Summative Assessment: Thematic presentation (students will be given a theme and have to explain how it is present in multiple poems).</b>	Enduring Understandings: Essential Questions: Students will understand that well written works of literature demand the reader to think, analyze and discuss foundational messages/ themes. Students will understand that speaking is a major component of the English Literature study. Students will understand that a good way to appreciate literature is to compare it to another work or to real life English A Connection: How is God a part of these lessons?
<b>Unit 2: Short Stories (4 weeks)</b>  Rationale: The goal for this unit is to hone students' reading stamina and comprehension. We will review elements of literature and prose through reading short stories. Students will be able to implement pre, during, and post reading strategies to help aid comprehension. Students will be prepared to contribute to socratic seminars in which they will take the next step from basic comprehension and discuss themes and interpretations. We will continue to do weekly written analysis of poetry and articles to keep those skills active.	
Week 8-9 Topics: Elements of Poetry Figurative Language Reading strategies Discussion etiquette  <b>Summative Assessment: Socratic Seminar 1 (half</b>	Enduring Understandings: Students will understand that well written poems have the same foundational literary elements and language. Students will understand the importance of discussing literature. Essential Questions: English A Connection:

<p><b>of the students will prepare and participate in a discussion based on the short stories that we read. The other half will take notes)</b></p>	<p>How is God a part of these lessons?</p>
<p>Week 10-11 Topics: Elements of Prose Literary Elements Reading strategies Discussion etiquette</p> <p><b>Summative Assessment: Socratic Seminar 2 (half of the students will prepare and participate in a discussion based on the short stories that we read. The other half will take notes)</b></p>	<p>Enduring Understandings: Students will understand that well written poems have the same foundational literary elements and language. Students will understand the importance of discussing literature.</p> <p>Essential Questions: English A Connection: How is God a part of these lessons?</p>
<p><b>Unit 3: Research and Analysis (4 weeks)</b></p> <p>Rationale: This unit is designed to help students see the relevance of the critical thinking and analytical skills in their own lives. Students will also learn some basic research skills and take control of their own learning by teaching mini lessons to their classmates. One of the most important choices students have to make is what role God and religion will play in their lives. Students will be asked to analyze some of the issues that divide the Catholic Church and choose their own stance on those issues and the Catholic faith in general</p>	
<p>Week 12-13 Topics: Researching Citing Note-taking Division in the church</p> <p><b>Summative Assessment: Catholicism Topic Presentation (students will choose a difficult topic and research both sides to present to their classmates)</b></p>	<p>Enduring Understandings: Students will understand that literature also requires in depth professional research using reliable, citable, sources. Students will understand the importance of giving credit to other authors for their work.</p> <p>Essential Questions: English A Connection: How is God a part of these lessons?</p>
<p>Week 14-15 Topics: Why be catholic Presentations Portfolio polishing</p> <p><b>Summative Assessment: Case for Christ Portfolio</b></p>	<p>Enduring Understandings: Students will understand that being a Catholic goes far beyond just getting baptized or going to mass every Sunday.</p> <p>Essential Questions: English A Connection: How is God a part of these lessons?</p>

(students will combine their notes from their classmates presentations along with their own analytical introduction and reflective conclusion)	
<b>Week 16-17</b> Review week Final exams	

## **Semester 2**

<b>Unit 4: The Novel (6 weeks)</b> Rationale:	
Week 1-2 Topics: <b>Chapters 1-8</b> Social and cultural background About the author Themes Literature Circles  <b>Summative Assessment: Presentation (Students will create a presentation on the themes found in the novel)</b>	Enduring Understandings: Essential Questions: English A Connection: Poetic devices How is God a part of these lessons?
Week 3-5 Topics: <b>Chapters 9-16</b> Literature circles Characters: <ul style="list-style-type: none"> <li>• Sketches (Direct and indirect)</li> <li>• Foil</li> <li>• Round</li> </ul> Themes in the context of the novel <ul style="list-style-type: none"> <li>• Finding Evidence</li> </ul> Importance of Setting Importance of Point of View  <b>Summative Assessment: Essay (Students will create an essay on one of the elements discussed in</b>	Enduring Understandings: Essential Questions: English A Connection: Poetic devices How is God a part of these lessons?

<b>class.)</b>	
<p>Week 6 Topics:</p> <p><b>Chapters 17- 20</b></p> <p>Climax and Resolution</p> <p>Conflicts</p> <p>Literature circles</p> <p><b>Summative Assessment: Final Test/ Project on the Novel. (Visit a family in a village and record yourself spending a day with them helping them out/ Interview a school drop out and what possible factors led to his unfortunate exit from school/ Interview the bus drivers from Arenal; Calla creek, etc ... any alternative)</b></p>	<p>Enduring Understandings:</p> <p>Essential Questions:</p> <p>English A Connection: Poetic devices</p> <p>How is God a part of these lessons?</p>
<p><b>Unit 5: Drama (6 weeks)</b></p> <p>Rationale:</p>	
<p>Week 1-2 Topics:</p> <p>Elements of Drama</p> <p>Figurative Language</p> <p>Theater workshops</p> <p>Comedies</p> <p>Watch She's the Man</p> <p><b>Summative Assessment: Perform a comedic skit</b></p>	<p>Enduring Understandings:</p> <p>Essential Questions:</p> <p>English A Connection: Narrative writing</p> <p>How is God a part of these lessons?</p>
<p>Week 3-6 Topics:</p> <p>About Shakespeare</p> <p>Themes analysis</p> <p>Character profiles</p> <p>Performance elements</p> <p>Watch Twelfth Night</p> <p><b>Summative Assessment: Perform the play/ adaptation as a final project</b></p>	<p>Enduring Understandings:</p> <p>Essential Questions:</p> <p>English A Connection: Narrative writing</p> <p>How is God a part of these lessons?</p>

