

COURSE TITLE: ENGLISH I 2007-2008

INSTRUCTOR: Mrs. Lori Greschner

TEXTBOOKS: *Writers Inc.*
Elements of Literature
Writer's Choice
Teaching the Multi- Paragraph Essay

School Outcomes-S.O. Department Outcomes-D.O. Wisconsin State Standard-W.S.S.

COURSE PURPOSE:

The student will...

1. develop written and spoken communication skills in order to be a successful communicator both now and in the future.
2. develop library skills to locate and gather books for pleasure and information.
3. develop organization and study skills that will lead to success in the acquiring of knowledge both now and in the future.
4. read, analyze, and discuss various literary genres to develop a life-long habit of reading with Christian discernment.
5. develop skills to produce quality work while meeting set deadlines and standards.

COURSE OUTCOMES:

Composition

The student will...

- write clear and complete sentences using basic rules of punctuation.
- identify parts of speech in order to demonstrate appropriate style and usage in compositions.
- use the steps in the writing process.
- write paragraphs with topic sentences and support sentences.
- write essays using the following:
 - introductory paragraph (attention getter, theme, thesis)
 - body paragraphs (topic and support sentences)
 - concluding paragraph (reflects / supports thesis and theme)
- use the writing process to compose the following types of written assignments:
 - descriptive paragraph(s) (8-15 sentences)
 - literary analysis essay (4 paragraph)
 - creative composition (5 paragraph)
 - personal narrative (4-5 paragraph)
 - research paper (thesis and fact paragraphs)
 - historical fiction based on research (magazine format)
 - book review

Literature

The student will...

- read different genres of literature.
- identify and define literary terms.
- respond to works of literature by composing analytical oral responses, written sentences, paragraphs, and essays.

- reflect a Christian perspective with personal application to his/her life.

Speech

The student will...

- give an oral book report incorporating symbolic objects.
- orally present a report incorporating a visual aid based on researching the cultural or historical background relating to a literary work.
- orally read and comment on his/her book review.

Student Support Services

The student will...

- become familiar with the organization and layout of the library and media center.
- perform research using different informational sources in the library and media center.

COURSE GOALS:

The student will...

1. choose literature from diverse authors and genres for enjoyment, information, and personal growth.
2. evaluate all written and oral material from a distinctly Christian point of view.
3. appreciate an atmosphere of Christian love and acceptance in which positive peer pressure promotes spiritual and academic growth. (I Cor. 12:4-6)
4. write with confidence in varied situations.
5. choose appropriate forms of writing for success academically, socially, and vocationally.
6. serve God by completing jobs with accountability. (Galations 6:4-5)

COURSE OUTLINE:

Unit One. Reading Novels.

The student will...

- read three or more teacher approved novels.
- record progress using a book log.
- record reader-responses.
- orally present an object or graphic book report.
- write and present a book review.
- produce a plot line(s) demonstrating knowledge of literary terms.

Textbooks: Novels chosen by student and approved by teacher

Number of days: 20-25 (throughout the year)

S.O. - 2, 3, 4

D.O. - 1.1, 2.1, 2.5, 2.6, 2.7, 2.8, 3.3, 4.2, 4.3, 4.4, 5.2, 5.3, 5.4

W.S.S. - A12.1, A12.2, B12.1, C12.1

Unit Two. Composition.

The student will...

- study the writing process: prewriting, first draft, peer response, revise, and final draft.
- compose a four-paragraph analytical essay based on "The Scarlet Ibis."
- use resources and various technologies available in the library to find information.
- learn standard format and typing procedure in the Stewards Lab.
- study the writings of great authors as sources of inspiration and modeling.

Textbook: *Teaching the Multi-Paragraph Essay*, pages 1-92
Selected short stories from *Elements of Literature*

Number of days: 25-30

S.O. - 1, 4, 6

D.O. - 1.1, 1.3, 1.4, 2.4, 2.9, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4

W.S.S. - B12.1, B12.2, D12.1, D12.2, E12.1

Unit Three. Grammar.

The student will...

- review the eight parts of speech, phrases, clauses, and kinds and types of sentences.
- develop a deeper understanding of the parts of a sentence to achieve an improved writing style.
- apply the rules of grammar and use the writing process to write a five paragraph essay.

Textbook: *Writers Inc.*

Teaching the Multi-Paragraph Essay

Selected Worksheets

Number of days: 20-25 (throughout the year)

S.O. - 1, 4, 6

D.O. - 1.1, 1.3, 1.4, 2.4, 2.9, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4

W.S.S. - B12.1, B12.2, B12.3, D12.1, D12.2

Unit Four. Greek Mythology / The Odyssey.

The student will ...

- become familiar with the origins of Greek mythology and its gods and goddesses.
- compare the man-made Greek myths used to explain nature and morals to the infallible Biblical accounts.
- read and analyze the *Odyssey* by Homer.
- read and discuss poems based on the *Odyssey* and its themes.
- compare/contrast the themes and characters of the *Odyssey* to 20th century literature and culture.
- present research from a related topic in the form of an oral report with accompanying visual aid.
- compose a creative essay placing a character from the *Odyssey* into the 20th century.

Textbook: *Elements of Literature*, pages 878-957.

Number of days: 25-30

S.O. - 1, 2, 3, 4, 5, 6

D.O. - 1.1, 1.2, 1.3, 1.4, 2.4, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.5, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5,

5.6

W.S.S. - A12.1, A12.2, A12.4, B12.1, B12.2, C12.1, D12.2, E12.1, F12.1

Unit Five. Punctuation and Mechanics.

The student will...

- identify and apply proper punctuation and mechanics.
- practice proofreading and editing.

Textbook: *Writers Inc*, pages 575-691

Selected worksheets

Number of days: 10-12

S.O. - 1, 4, 6

D.O. - 1.1, 1.3, 1.4, 2.4, 2.9, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4

W.S.S. - B12.2, B12.3

Unit Six. Poetry.

The student will...

- read and discuss a variety of classic poems.
- learn poetic terminology.
- identify figurative language and poetic devices in poems.
- share a favorite poem and its purpose with the class.
- compose a poem and identify at least three poetic devices used in it.

Textbook: *Elements of Literature*

Selected poems (Poe, Hughes, Nash, Frost...)

Number of days: 5-10

S.O. - 3, 6, 7

D.O. - 1.1, 4.1, 4.2, 4.3, 4.4, 5.1

W.S.S. - A12.1, A12.2, B12.1, D12.2

Unit Seven. Literature / Short Stories.

The student will...

- read and discuss selected short stories by Edgar Allan Poe, Richard Connell, Richard Wright, Dorothy Johnson, Guy de Maupassant, and Maya Angelou.
- evaluate characters' motives and actions in the light of God's Word.
- identify the use of literary terms in the stories.
- create a plot line for the stories to demonstrate a knowledge of its parts.
- identify and justify themes in literature.

Textbook: *Elements of Literature*, pages 13-33, 166-181, 220-243, 357-365

Number of days: 20-25

S.O. - 1, 2, 3, 4, 5, 6

D.O. - 1.1, 1.2, 1.3, 1.4, 2.4, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.5, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5,
5.6

W.S.S. - A12.1, A12.2, A12.3, D12.2

Unit Eight. *Romeo and Juliet.*

The student will...

- study background information on Shakespeare and the Elizabethan era.
- read and discuss *Romeo and Juliet*.
- analyze and evaluate the characters' actions and motives in the light of God's Word.
- produce an issue of *The Elizabethan Broadleaf* magazine to demonstrate specific skills: a grammatically and mechanically correct essay using the tone of a reporter, a format incorporating computer generated pictures, and a Bibliography page the correctly lists the two (or more) sources used.

Textbook: *Elements of Literature*, 724-865

Number of days: 25

S.O. - 1, 2, 3, 4, 5, 6

D.O. - 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S. - A12.1, A12.2, A12.4, B12.1, B12.2, D12.2, E12.1, E12.2, F12.1

TERMS:

COMPOSITION

attention getter	conclusion	proofread	topic sentence
body paragraph	draft	revise	theme
brainstorming	introduction	support	transition
commentary	prewriting	thesis	writing process

LITERATURE:

epic	rising action	foreshadowing	metaphor
epithet	crisis	meter	foil
imagery	climax	personification	alliteration
metaphor	falling action	flashback	assonance
symbol	resolution	irony	consonance
theme	plot	figurative	protagonist
exposition	conceit	language	iambic
setting	pun	antagonist	pentameter
characterization	point of view	oxymoron	rhythm
conflict	allusion	simile	rhyme

MECHANICS:

period	ellipsis	comma	apostrophe
colon	hyphen	dash	phrase
semicolon	parenthesis	bracket	clause
italics	plurals	compound	quotations
capitalization	fragment	series	possessives

INSTRUCTION:

Lecture/Review	25%
Discussion	40%
Group Work	15%
Individual Work	20%

GRADING:

Tests/Quizzes	35%
Daily Work	30%
Essays/Projects	30%
Participation	5%

APPENDIX

English Department Outcomes / Wisconsin State Standards

Course: English I

Instructor: Mrs. Lori Greschner

English Department Outcomes

Unit One. Reading Novels.

- 1.1 Writes clearly and with purpose
- 2.1 Exercises independent judgment
- 2.5 Seeks out and evaluates multiple points of view
- 2.6 Identifies and evaluates alternatives/options
- 2.7 Applies Christian discernment
- 2.8 Validates conclusions and decisions.
- 3.3 Monitors and assesses his/her own progress
- 4.2 Applies aesthetic values to the message he/she sees and hears
- 4.3 Appropriately identifies the artist's message in his or her work
- 4.4 Evaluates the artist's message in light of Scripture's truths
- 5.2 Makes effective use of God's gift of time
- 5.3 Meets reasonable deadlines for work
- 5.4 Meets required/conventional standards for work

Unit Two. Composition.

- 1.1 Writes clearly and with purpose
- 1.3 Actively listens to interpret and evaluate spoken messages
- 1.4 Contributes constructively to group processes
- 2.4 Accesses and uses relevant information
- 2.9 Makes meaningful connections among varied data
- 3.1 Assumes responsibility for his/her own learning
- 3.2 Establishes and prioritizes goals
- 3.3 Monitors and assesses his/her own progress
- 3.4 Employs appropriate learning strategies in different situations
- 5.1 Accepts responsibility for the quality of work produced
- 5.2 Makes effective use of God's gift of time
- 5.3 Meets reasonable deadlines for work
- 5.4 Meets required/conventional standards for work

Unit Three. Grammar.

- 1.1 Writes clearly and with purpose
- 1.3 Actively listens to interpret and evaluate spoken messages
- 1.4 Contributes constructively to group processes
- 2.4 Accesses and uses relevant information
- 3.1 Assumes responsibility for his/her own learning
- 3.2 Establishes and prioritizes goals
- 3.3 Monitors and assesses his/her own progress
- 3.4 Employs appropriate learning strategies in different situations
- 5.1 Accepts responsibility for the quality of work produced
- 5.2 Makes effective use of God's gift of time
- 5.3 Meets reasonable deadlines for work
- 5.4 Meets required/conventional standards for work

Unit Four. Greek Mythology / *The Odyssey*.

- 1.1 Writes clearly and with purpose
- 1.2 Speaks clearly and with purpose
- 1.3 Actively listens to interpret and evaluate spoken messages
- 1.4 Contributes constructively to group processes
- 2.4 Accesses and uses relevant information
- 2.6 Identifies and evaluates alternatives/options
- 2.7 Applies Christian discernment
- 2.8 Validates conclusions and decisions
- 2.9 Makes meaningful connections among varied data
- 3.1 Assumes responsibility for his/her own learning
- 3.2 Establishes and prioritizes goals
- 3.3 Monitors and assesses his/her own progress
- 3.5 Applies available technology to facilitate learning
- 4.4 Evaluates the artist's message in light of Scripture's truths
- 5.1 Accepts responsibility for the quality of work produced
- 5.2 Makes effective use of God's gift of time
- 5.3 Meets reasonable deadlines for work
- 5.4 Meets required/conventional standards for work
- 5.5 Seeks out the constructive criticism of others on work in progress
- 5.6 Uses available technology to produce quality work

Unit Five. Punctuation and Mechanics.

- 1.1 Writes clearly and with purpose
- 1.3 Actively listens to interpret and evaluate spoken messages
- 1.4 Contributes constructively to group processes
- 2.4 Accesses and uses relevant information
- 2.9 Makes meaningful connections among varied data
- 3.1 Assumes responsibility for his/her own learning
- 3.2 Establishes and prioritizes goals
- 3.3 Monitors and assesses his/her own progress
- 3.4 Employs appropriate learning strategies in different situations
- 5.1 Accepts responsibility for the quality of work produced
- 5.2 Makes effective use of God's gift of time
- 5.3 Meets reasonable deadlines for work
- 5.4 Meets required/conventional standards for work

Unit Six. Poetry.

- 1.1 Writes clearly and with purpose
- 4.1 Recognizes explicit and implicit values in all forms of media
- 4.2 Applies aesthetic values to the message he/she sees and hears
- 4.3 Appropriately identifies the artist's message in his/her work
- 4.4 Evaluates the artist's message in light of Scripture's truths
- 5.1 Accepts responsibility for the quality of work produced

Unit Seven. Literature / Short Stories.

- 1.1 Writes clearly and with purpose
- 1.2 Speaks clearly and with purpose
- 1.3 Actively listens to interpret and evaluate spoken messages
- 1.4 Contributes constructively to group processes
- 2.4 Accesses and uses relevant information

- 2.6 Identifies and evaluates alternatives/options
- 2.7 Applies Christian discernment
- 2.8 Validates conclusions and decisions
- 2.9 Makes meaningful connections among varied data
- 3.1 Assumes responsibility for his/her own learning
- 3.2 Establishes and prioritizes goals
- 3.3 Monitors and assesses his/her own progress
- 3.5 Applies available technology to facilitate learning
- 4.4 Evaluates the artist's message in light of Scripture's truths
- 5.1 Accepts responsibility for the quality of work produced
- 5.2 Makes effective use of God's gift of time
- 5.3 Meets reasonable deadlines for work
- 5.4 Meets required/conventional standards for work
- 5.5 Seeks out the constructive criticism of others on work in progress
- 5.6 Uses available technology to produce quality work

Unit Eight. Romeo and Juliet / Drama / Oral Reading.

- 1.1 Writes clearly and with purpose
- 1.2 Speaks clearly and with purpose
- 1.3 Actively listens to interpret and evaluate spoken messages
- 1.4 Contributes constructively to group processes
- 2.1 Exercises independent judgment
- 2.2 Detects logical fallacies
- 2.4 Accesses and uses relevant information
- 2.5 Seeks out and evaluates multiple points of view
- 2.6 Identifies and evaluates alternatives/options
- 2.7 Applies Christian discernment
- 2.8 Validates conclusions and decisions
- 2.9 Makes meaningful connections among varied data
- 3.1 Assumes responsibility for his/her own learning
- 3.2 Establishes and prioritizes goals
- 3.3 Monitors and assesses his/her own progress
- 3.4 Employs appropriate learning strategies in different situations
- 3.5 Applies available technology to facilitate learning
- 4.2 Applies aesthetic values to the message he/she sees and hears
- 4.3 appropriately identifies the artist's message in his/her work
- 4.4 Evaluates the artist's message in light of Scripture's truths
- 5.1 Accepts responsibility for the quality of work produced
- 5.2 Makes effective use of God's gift of time
- 5.3 Meets reasonable deadlines for work
- 5.4 Meets required/conventional standards for work
- 5.5 Seeks out the constructive criticism of others on work in progress
- 5.6 Uses available technology to produce quality work

Wisconsin State Standards

Unit One. Reading Novels.

A12.1 Use effective reading strategies to achieve their purposes in reading.

A12.2 Read, interpret, and critically analyze literature.

B12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

C12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.

Unit Two. Composition.

B12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

B12.2 Plan, revise, edit, and publish clear and effective writing.

D12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as means of improving communication.

D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsible in their use of English.

E12.1 Use computers to acquire, organize, analyze, and communicate information.

Unit Three. Grammar.

B12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

B12.2 Plan, revise, edit, and publish clear and effective writing.

B12.3 Understand the function and various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.
grammatical structures as means of improving communication.

D12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as means of improving communication.

D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsible in their use of English.

Unit Four. Greek Mythology / *The Odyssey*.

A12.1 Use effective reading strategies to achieve their purposes in reading.

A12.2 Read, interpret, and critically analyze literature.

A12.4 Students will read to acquire information.

B12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

B12.2 Plan, revise, edit, and publish clear and effective writing.

C12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.

D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsible in their use of English.

E12.1 Use computers to acquire, organize, analyze, and communicate information.

F12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

Unit Five. Punctuation and Mechanics.

B12.2 Plan, revise, edit, and publish clear and effective writing.

B12.3 Understand the function and various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.
grammatical structures as means of improving communication.

Unit Six. Poetry.

A12.1 Use effective reading strategies to achieve their purposes in reading.

A12.2 Read, interpret, and critically analyze literature.

B12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsible in their use of English.

Unit Seven. Literature / Short Stories.

A12.1 Use effective reading strategies to achieve their purposes in reading.

A12.2 Read, interpret, and critically analyze literature.

A12.3 Read and discuss literary and nonliterary texts in order to understand human experience.

D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsible in their use of English.

Unit Eight. Romeo and Juliet / Drama / Oral Reading.

A12.1 Use effective reading strategies to achieve their purposes in reading.

A12.2 Read, interpret, and critically analyze literature.

A12.4 Students will read to acquire information.

B12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

B12.2 Plan, revise, edit, and publish clear and effective writing.

D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsible in their use of English.

E12.2 Make informed judgments about media and products.

F12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.