

**Pecos High School
English IV-British Literature
Syllabus**

1st Six Weeks

Student Expectations: Students will read and analyze an epic poem and an epic from the Anglo-Saxon Period: including *Beowulf* and *Gilgamesh*.

August 27-September 7: Students will read and listen to *Beowulf* and *Gilgamesh*, identify foreshadowing and theme, and write an analysis of details and settings from both selections.

Student Expectations: Students will read, listen, and analyze three ballads in order to understand the ballad tradition.

September 10: Students will analyze the ballad stanza form and paraphrase a ballad in groups.

Student Expectations: Students will read and analyze a poem that characterizes the heroic and humble people who share a common experience through the *Canterbury Tales*.

September 17-October 5: Students will identify various techniques used to develop character and be able to write a character description from the *Canterbury Tales*.

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2nd Six Weeks

Student Expectations: Students will begin the process of choosing and narrowing topics from British literature for their senior research papers. They will also choose sources from the library.

Students will use MLA models for writing source cards in order to organize the information they gather from sources.

October 8 -15: Students will choose a topic from a list provided or (with teacher approval) propose an original topic in British literature. Students will find sources including sources from the Internet in the library and write source cards.

Student Expectations: Students will use the MLA model for taking notes from sources in order to organize the information they gather from sources. Students will write a rough thesis statement or question to guide their research efforts.

October 16 -19: Students will begin taking notes from the printouts of their Internet sources in classroom. (Library in use for TAKS testing.) Students will write a thesis statement or question about their topic.

Student Expectations: Students will work in the library to continue taking notes. They will also write a rough outline of how they think they will organize their paper.

October 22 -26: Students will continue the note taking process. They will write a rough outline of paper.

Student Expectations: Continuation of library work: researching/reading/note taking. This is the last week in the library

October 29 – November 2: Students will continue/complete the note taking process.

Student Expectations: Students will write the rough draft in class using in-text citations according to MLA guidelines. They will also write the Works Cited page for their papers.

November 5 - 9: Using the models from the MLA handbook, students will cite their sources as they write the rough draft of their research papers. They will include a Works Cited page using MLA formatting.

Student Expectations: Students will prepare the final draft of their research papers and give an oral report.

November 12 -16: Students will type the final draft of their research papers. Small groups will proofread each others paper. Students will add the finishing touches: cover page, outline, paper, works cited page, appendices. Oral reports will be prepared for presenting their papers to the class.

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3rd Six Weeks

Student Expectations: Students will begin Theme Three: Gaining Insight. Students will read and analyze poems and stories related to the Romantic Movement in literature.

Nov. 19-Nov. 30: Students will Read and analyze the American Tall Tale “The Devil and Tom Walker.”

Student Expectations: Students will become familiar with the elements of Romantic movement through the poetry of the period.

Dec. 3-7: Students will read and analyze “To A Waterfowl,” “Thanatopsis,” “Old Ironsides,” “The Chambered Nautilus” and “The First Snowfall.” Students will complete the active reading guides and end of selection exams over the selections.

Student Expectations: Students will become familiar with the elements of the Transcendental movement in American literature. Students will be expected to read and analyze both fictional and non-fictional writings of the period.

Dec.10-14: Students will read and analyze several works written by the founder of the Transcendental movement in American literature, Ralph Waldo Emerson, including the poem “Concord Hymn,” and excerpts from the landmark essays, “Nature,” and “Self-Reliance.” Students will complete the active reading guides and end of selection exams for the works.

Student Expectations: Students will read and analyze two non-fiction essays and two short fiction stories.

Dec. 17-21: Students will read and analyze two essays written by Transcendentalist writer Henry David Thoreau about the insights gained from life altering experiences, from *Walden Pond* and from *Civil Disobedience*. Students will also read two short stories—one concerning hidden sin “The Minister’s Black Veil” by Nathaniel Hawthorne, and one about how new clothes affect a man’s life, “The Three-Piece Suit” by Ali Deb.

Student Expectations: Students will read and analyze tow poems and a story of suspense to gain insights into the range of human emotions.

Jan. 7-11: Students will read and analyze Edgar Allen Poe’s poems, “Helen” and “The Raven,” and the short story of horror and suspense “The Pit and the Pendulum.”

Student Expectations: Students will review for, and take a semester examination over all materials covered up to date.

Jan. 14-18: Students will complete a study guide for the last six weeks and review their examinations from the first and second six weeks in preparation for their semester exam. Students will also take their semester examination.

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4th Six Weeks

Student Expectations from Theme Four: Inspirations (pp 365-451):

Students will read and analyze selections from the King James' Translation of the Old Testament that describes God's creation of Adam and Eve to learn how word choices affect translations of a literary work.

January 21:

- Work any vocabulary exercises that come with the selections as they are read. Define any literary elements with the selections.
- Read and discuss excerpts from Genesis Chapters 1, 2, and 3 and the 23rd Psalm, pp 366 to 373.
- Discuss the importance of the King James Bible from introduction on page 366.
- Work in small groups to fill out the Active Reading Guides for these selections.

Student Expectations: Students will read and discuss the Metaphysical Poets and their works.

January 28:

- Read/discuss/take notes on the major characteristics of the Metaphysical Poets, p 377.
- Work any vocabulary exercises with each selection as they are red. Define any literary elements with the selections.
- Read/discuss John Donne, pp 378-388.
- Read/discuss Ben Jonson, pp 402-404.
- Work in small groups to fill out the Active Reading Guides for these selections.

Student Expectations: Students will read and discuss the Cavalier Poets and their works.

February 4:

- Read/discuss/take notes on the major characteristics of the Cavalier Poets, p 403.
- Work any vocabulary exercises with each selection as they are read. Define any literary elements with the selections.
- Read/discuss Robert Herrick, pp 407-409.
- Read/discuss Sir John Suckling, pp 410-413.
- Read/discuss Richard Lovelace, pp 414-417.
- Read/discuss Andrew Marvell, pp 419-422.
- Work in small groups to fill out the Active Reading Guides for these selections.

Student Expectations: Students will read and discuss the Puritan Poets and their works.

February 11:

- Read/discuss/take notes on the major characteristics of the Puritan Poets, p 423.
- Work any vocabulary exercises with each selection as they are read. Define any literary elements with the selections.
- Read/discuss John Milton, pp 424-437.
- Read/discuss John Bunyan, pp 440-446.
- Work in small groups to fill out the Active Reading Guides for these selections.

Student Expectations: Students will compose an original poem.

February 18:

- Writing Workshop, Creative Writing: Poem, pp 448-451.
- Follow the Writing Process steps of the Writing Workshop to assist students in writing an original

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poem: Prewriting; Drafting; Revising; Editing/Proofreading; and Publishing/ Presenting.

- Work in small groups to fill out the Active Reading Guides for these selections.

- Begin review for six weeks test next week.

Student Expectations: Students will review and take Six Weeks Test over Theme Four.

February 25:

- Students will complete all work according to teacher instructions.
- Students will review/study and prepare to take the six weeks test.