

**BERTHA-HEWITT HIGH SCHOOL**  
**Spring Semester Curriculum Map – 2014-2015**  
**Meg Schuller - Instructor**

Academic Standard Area: **English**

Course Title/Strand: **Intro to Lit (college credit)**  
**ENGL2234 – syllabus submitted to CLC Fergus Falls**

Grade Level: **11/12**

Textbook & Copyright:

| WEEK # | TIMELINE | CONTENT/UNIT/SUB-STRAND   | PROCESS/ACTIVITY/STANDARD | GOALS/BENCHMARK  | ASSESSMENT   | RESOURCES  |
|--------|----------|---|---------------------------|--|--|--|
| 1-2    | 10 Days  | Reading, vocabulary, viewing, listening, writing, public speaking | Poetry Unit               | The student will reinforce understanding of poetic elements/figurative language              | Reading and writing poetry<br>Poetry analysis<br>PowerPoint  | Internet (text book not here yet)  |
| 3-10   | 8 weeks  | Reading, vocabulary, listening, writing, discussion               | Short Story Unit          | The student will read many short stories. The student will engage in student led discussions | Questions in book<br>Discussions<br>Analysis papers<br>PowerPoint  | <u>The Bedford Introduction to Literature</u><br><i>A Rose for Emily</i><br><i>The Story of an Hour</i><br><i>A Sorrowful Woman</i><br><i>Tarzan</i><br><i>Three Girls</i><br><i>Summer Killings</i><br><i>To Build a Fire</i><br><i>The Fly</i><br><i>The Bet</i><br><i>Max</i><br><i>A Bride Comes to Yellow Sky</i><br><i>Charles</i> |
| 11-12  | 10 days  | Reading comprehension, vocabulary, listening, viewing             | Theme Unit                | The student will gain an understanding of general theme and deeper theme.                    | Questions in book<br>Abstracts of a poem and a short story<br>Original poem and short story based on a theme of student's choosing | <i>The Bedford Introduction to Literature</i><br>Internet<br>Student's creativity  |

| WEEK # | TIMELINE | CONTENT/UNIT/SUB-STRAND   | PROCESS/ACTIVITY/STANDARD   | GOALS/BENCHMARK   | ASSESSMENT  | RESOURCES  |
|--------|----------|---|---|---|---|--|
| 13-14  | 2 weeks  | Theme Paper<br>Concept of Unlearning<br>Vocabulary – a priori vs a posteriora | Theme Paper   | The student will gain an understanding of general theme and deeper theme  | 3-4 page theme paper<br>Students will choose story they have read during the semester and analyze its theme | Lecture<br>The Bedford<br>Introduction to<br>Literature<br>Internet          |
| 15-16  | 2 weeks  | Reading, vocabulary, listening, writing, discussion                           | Twain Unit<br>Language Unit<br>*dialect<br>*colloquialisms<br>* regionalism<br>*linguistics | The student will read short stories by Mark Twain<br>Students will write response papers<br>Students will engage in student-led discussions | Response paper<br>discussions<br>Unit test  | Lecture<br><i>The Bedford<br/>Introduction to<br/>Literature</i><br>Internet |
| 17-18  | 2 weeks  | Reading comprehension, vocabulary, listening, viewing                         | Epic Hero Unit  | The student will analyze <i>The Epic of Beowulf</i> and <i>The Epic of Gilgamesh</i> to understand epic heroes                              | Quiz<br>Gilgamesh Tablets<br>One-Pagers<br>Discussion   | Internet<br>Abridged version of <i>Epic of Gilgamesh</i>                     |