



**English 2322 & 2323
(Dual Credit British Literature I and II)
Year at a Glance (YAG)**



**SY 2024-25
English 2322**

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| <u>TITLE 19</u> | EDUCATION |
| <u>PART 2</u> | TEXAS EDUCATION AGENCY |
| <u>CHAPTER 110</u> | TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR ENGLISH LANGUAGE ARTS AND READING |
| <u>SUBCHAPTER C</u> | HIGH SCHOOL |
| <u>RULE §110.39</u> | English Language Arts and Reading, English IV (One Credit) (a) General requirements. Students shall be awarded one credit for successful completion of this course. (b) Introduction. |
| <u>RULE §110.88</u> | Concurrent Enrollment in College Courses (a) General requirements. Students shall be awarded one-half credit for each semester of successful completion of a college course in which the student is concurrently enrolled while in high school. (b) Content requirements. In order for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course. |

First Semester

1st Nine Weeks – 41 days
(August 14th – October 11th)
(September 10 -- Labor Day -- No School)
(October 10 -- Indigenous Peoples' Day -- No School)

Skills

E.4.1, E4.2, E4.3, E4.5, E4.6, E4.7, E4.8.A-B, D-G, E4.9, E4.10.A-B, D-E, 4.11

Positive Character TEKS

§120.9

b.(1) and (2)

Unit One Close Reading: Anglo-Saxon and Medieval English Literature and Culture

Topic: Anglo-Saxons and Middle English
Big Ideas: Anglo-Saxon and Middle English Literary and Cultural Situations
Skills: E.1, 2, 4, 5, 6, 7, 8, 9, 10, 11

In Unit 1, students engage the foundational skill framework and academic language for the understanding and analysis of literary forms and culture ideals from the Anglo-Saxon Literary Period (449 CE-1066 CE) and the Middle English Literary Period (1066-1485 CE). Students will identify, reflect on, discuss, and write about literary and cultural situations in a variety of activities.

(1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.

(2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills.

Students participate in constructive dialogues with those of differing opinions using conversation protocols to ensure active listening and respect for all

Students explore district expectations for digital citizenship and district academic integrity policy with a focus on submitting original student work.

All units emphasize the integration of reading and writing skills and supports the continued development of processes, while providing a framework for college and career readiness



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2nd Nine Weeks – 43 days
 (October 12th – December 15th)
 (November 21 - 25 – Thanksgiving Break)
 (December 19 – December 30 – Holiday Break)

Skills
E.4.1, E.4.2, E.4.3, E.4.5,
E.4.6, E.4.7, E.4.8.A-B, D-
G, E.4.9, E.4.10.A-B, D-
E, 4.11

Positive Character
TEKS

§120.9
 b. (1) and (2)

Unit Two Close Reading: English Renaissance, Early 17th Century, and 18th-Century Literature and Culture

Topic: English Renaissance, Early 17th Century, and 18th Century
 Big Ideas: English Renaissance, 17th-Century, and 18th-Century Literary and Cultural Situations
 Skills: E.1, 2, 4, 5, 6, 7, 8, 9, 10, 11

In Unit 2, students extend their skill framework and academic language to study literary forms and cultural ideals from the English Renaissance (1485 CE-1603 CE), 17th Century (1603 CE-1660 CE), and 18th Century (1660 CE-1785 CE) Literary Periods. Students will identify, reflect on, discuss, and write about literary and cultural situations in a variety of activities.

(1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
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Students explore district expectations for digital citizenship and district academic integrity policy with a focus on submitting original student work

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Resources

| 1st Nine Weeks | 2nd Nine Weeks |
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| <p>Reading selections, from open sources, aligned with textbook, <i>The Norton Anthology of English Literature, The Major Authors:</i></p> <p>Selected video(s) for background to Anglo-Saxon culture: Episode One, “Birth of a Language” of <i>The Adventure of English: 500 A.D. to 2000 A.D</i></p> <p>Poetry Riddles Selected Anglo-Saxon Riddles</p> <p>Dream Vision “Caedmon’s Hymn” “Dream of the Rood”</p> <p>Elegy “The Wanderer” “The Wife’s Lament”</p> <p>Epic <i>Beowulf</i> (trans by Seamus Heaney)</p> <p>Romance de France, “Lanval”</p> | <p>Reading selections, from open sources, aligned with textbook, <i>The Norton Anthology of English Literature, The Major Authors:</i></p> <p>Poetry Sonnets Tottel, “The Printer to the Reader” Wyatt, “Whoso List to Hunt” Spenser, “Sonnet 30,” by Edmond Spenser Spenser, “Sonnet 75” Sidney, “Sonnet 1” Shakespeare, “Sonnet 18” Shakespeare, “Sonnet 116” Shakespeare, “Sonnet 130”</p> <p>Drama Shakespeare, <i>Hamlet</i></p> <p>Other Texts Background readings from text: history, society, culture, politics, authors, works</p> |



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de France, "Chevrefoil"

Satire, Romance, Sermon

Chaucer, "The General Prologue" to *The Canterbury Tales*, selected passages

Chaucer, "The Clerk's Tale"

Chaucer, "The Pardoner's Tale"

Other Texts

Background readings from text: history, society, culture, politics, authors, works



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Second Semester

3rd Nine Weeks – 48 days

(January 3rd – March 9th)

(January 2 -- Staff Workday / Student Holiday)

(January 17 – MLK – No School)

(February 20 -- Presidents' Day -- PD Day/Student Holiday)

(March 13 - 17 -- Spring Break)



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| <p>Skills</p> <p><u>E.4.1, E4.2, E4.3, E4.5, E4.6, E4.7, E4.8.A-B, D-G, E4.9, E4.10.A-B, D-E, 4.11</u></p> <p>Positive Character TEKS</p> <p>§120.9 b.(1) and (2)</p> | <p>Unit Three Close Reading: Romantic and Victorian Literature and Culture</p> <p>Topic: The Romantics and Victorians Big Ideas: Romantic and Victorian Literary and Cultural Situations Skills: E.1, 2, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>In Unit 3, students engage the foundational skill framework and academic language for the understanding and analysis of literary forms and culture ideals from the 19th Century in Britain, namely The Romantic Period (1798-1832 CE) and The Victorian Literary Period (1832-1901 CE). Students will identify, reflect on, discuss, and write about literary and cultural situations in a variety of activities.</p> <p>(1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.</p> <p>(2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills.</p> <p>Students participate in constructive dialogues with those of differing opinions using conversation protocols to ensure active listening and respect for all</p> <p>Students explore district expectations for digital citizenship and district academic integrity policy with a focus on submitting original student work</p> <p>All units emphasize the integration of reading and writing skills and supports the continued development of processes, while providing a framework for college and career readiness.</p> |
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4th Nine Weeks – 45 days
(March 20th – May 24th)
(March 20 - Staff Workday / Student Holiday)
(April 7 - Good Friday - No School)
(April 28 – Battle of Flowers – No School)

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| <p>Skills</p> <p><u>E.4.1, E4.2, E4.3, E4.5, E4.6, E4.7, E4.8.A-B, D-G, E4.9, E4.10.A-B, D-E, 4.11</u></p> <p>Positive Character TEKS</p> <p>§120.9 b. (1) and (2)</p> | <p>Unit Four Close Reading: Modern Literature and Culture</p> <p>Topic: Modernism Big Ideas: English and World Modernism Literary and Cultural Situations Skills: E.1, 2, 4, 5, 6, 7, 8, 9, 10, 11</p> <p>In Unit 4, students extend their skill framework and academic language to study literary forms and cultural ideals from the Twentieth and Twenty-First centuries: the Modern Literary Period (1901-1950 CE). Students will identify, reflect on, discuss, and write about literary and cultural situations in a variety of activities.</p> <p>(1) Character education introduces students to character traits and personal skills that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits and personal skills reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.</p> <p>(2) The standards for positive character traits and personal skills are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits and personal skills.</p> <p>Students participate in constructive dialogues with those of differing opinions using conversation protocols to ensure active listening and respect for all</p> <p>Students explore district expectations for digital citizenship and district academic integrity policy with a focus on submitting original student work</p> <p>All units emphasize the integration of reading and writing skills and supports the continued development of processes, while providing a framework for college and career readiness.</p> |
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Resources

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| 3rd Nine Weeks | 4th Nine Weeks |
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Reading selections, from open sources, aligned with textbook,
The Norton Anthology of English Literature, The Major Authors:

Poetry

Wordsworth, W., "I Wandered Loney as a Cloud"
Wordsworth, W., "Lines Composed a Few Miles above Tintern Abbey"
Wordsworth, W., "The World is Too Much With Us"
Coleridge, "Kubla Khan"
Wordsworth, W., The "Lucy Poems"
- "Strange fits of passion I have known"
- "She dwelt among untrodden ways"
- "I travel'd among unknown men"
- "Three years she grew in siun and shower"
- "A slumber did my spirit seal"
Wordsworth, D., "Grasmere—A Fragment"
Wordsworth, D., "The Floating Island"
Clare, "Pastoral Poetry"
Hemans, "Casabianca"
Byron, "She walks in beauty"
Shelley, "Hymn to Intellectual Beauty"

Prose

Wordsworth, W., Selected readings from the "Preface" to the *Lyrical Ballads*
Wordsworth, D., Selected readings from the *Grasmere Journals*
Stevenson, "Markheim"
Stevenson, "Thrawn Janet"
Doyle, "A Scandal in Bohemia"
Hardy, "The Withered Arm"

Other Texts

Background readings from text: history, society, culture, politics, authors, works:
Koenen, "A Starbuck's State of Mind"

Reading selections, from open sources, aligned with textbook,
The Norton Anthology of English Literature, The Major Authors:

Prose

Joyce, *Dubliners*

Other Texts

Background readings from text: history, society, culture, politics, authors, works.