**Curriculum**

**English 12**

**Course Overview**

This course focuses on British literature by authors such as Shakespeare, Shelley, Stevenson, Wilde, and Conrad. The course primarily focuses on heroism, justice, and social roles. Students refine their written and oral communication skills. Assignments are set specifically to improve students’ effectiveness in persuasive, analytical writing. Scrutiny of the elements and styles of poetry and prose is emphasised, and vocabulary building continues. In addition, students will examine various schools of literary criticism.

**Department Standards**

Students will:  
develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;  
develop an appreciation for literature through the comprehension and analysis of various genres;  
communicate their understanding and ideas effectively in a variety of written forms;  
articulate organized ideas through a variety of oral activities;  
expand and strengthen their vocabularies to enhance their ability to understand and communicate;  
and learn and apply the standard conventions of the English language in both speaking and writing.

**Benchmarks**:

1.1 Students will continue to develop as a reader and listener for personal, social, and ethical purposes through independent and collaborative reading.

1.2 Students will develop, through reflection and creative thinking and expression, an enthusiasm for the value of the study of literature.

1.3 Students will respond to texts as expressions of the spectrum of shared human experience.

1.4 Students will use writing and speaking for personal and academic growth.

2.1 Students will respond to classic and contemporary British texts in a variety of genres.

2.2 Students will understand and interpret texts in terms of specific literary and historical contexts.

2.3 Students will construct meaning beyond the literal level by understanding and interpreting advanced literary and rhetorical techniques and devices.

2.4 Students will continue to develop active reading and listening skills to identify and utilize salient features and devices to enhance their understanding and appreciation of texts.

3.1 Students will master their analytical writing to refine topics/questions; create a thesis; gather and analyze evidence; draw conclusions; and compose a response.

3.2 Students will further refine their awareness of writing for different purposes using expository, persuasive, descriptive, and narrative writing and will demonstrate the ability to organize their ideas in a standard five-paragraph format (introduction containing thesis, body paragraphs and conclusion).

3.3 Students will practice writing as a recursive process both independently and cooperatively.

3.4 Students will further develop language and writing skills in order to communicate ideas precisely and clearly in written form.

3.5 Students will explore and communicate ideas, draw conclusions, and compose personal responses in both formal and informal written style, incorporating a range of literary devices and rhetorical strategies.

4.1 Students will demonstrate an understanding of both the literal and figurative meaning of a text through summarizing, paraphrasing and analyzing in oral form, using informal discussion as well as more formal types of oral assessment.

4.2 Students will communicate and analyze ideas, draw conclusions, and compose personal responses in a variety of oral activities.

5.1 Students will expand and strengthen use and understanding of an increasingly varied vocabulary, some of which is text-based, so that their ability to communicate meaning effectively in multiple contexts is enhanced.

6.1 Students will demonstrate a sophisticated use of the standard structures and conventions of English grammar in their speaking, writing, and thinking.

**Performance Indicators**

Students will demonstrate, through discussion and through written work, a clear ability to read literature beyond literal meaning.

Students will demonstrate an ability to read independently and to extract meaning of unknown vocabulary from context.

Students will identify common and advanced literary elements through discussion, example, and more formal written assessment.

Students will reflect on their own experiences in relation to themes and events in works of literature through discussion, presentation, and writing. (Technology Standards 2.1, 2.2, 2.3, 2.4)

Students will demonstrate advanced understanding grammar, syntax, and word choice, through written assessment and class discussion.

Students will demonstrate an ability to formulate an effective thesis statement and to organize ideas coherently and with sophistication in essays. (Technology Standards 3.1, 3.2, 4.1, 4.2)

Students will explore ideas and themes through discussion and writing. (Technology Standards 3.1, 3.2, 4.1, 4.2)

Students will demonstrate understanding of literature beyond literal meaning in discussion groups.

Students will collaborate cooperatively and exchange ideas effectively in small teacher-monitored groups. (Technology Standards 1.2, 2.1, 2.2, 2.3, 2.4)

Students will demonstrate understanding of literary themes and their connection to real world issues through oral presentations and multimedia projects. (Technology Standards 1.1, 1.2, 2.1, 2.2, 2.3, 2.4)

Students will demonstrate an understanding of interpretation of dramatic texts through group performances.

Students will demonstrate an understanding of literary theory and apply it to a variety of texts in writing and discussion.

Students will demonstrate an understanding of British literary history and the cultural context of literary works through writing and discussion.

**Assessments**

- Vocabulary quizzes (throughout the year)

- Reading quizzes (throughout the year)

Quarter 1

* responses to summer reading questions
* in-class analysis essay on summer reading
* *Beowulf* passage analysis essay
* *Beowulf* test

Quarter 2

* *Hamlet* soliloquy analysis essay
* *Hamlet* literary theory test
* *Hamlet* performance
* cumulative semester exam

Quarter 3

* write Romantic poem
* essay on impact of technology
* *Frankenstein* passage analysis
* *Frankenstein* and Romanticism test

Quarter 4

* persuasive speech
* Freudian analysis of *Jekyll and Hyde*
* test over *The Importance of Being Earnest* and Victorianism

analysis essay (Modernism)

**Core Topics**

- Vocabulary development (throughout the year)

- Analytical reading and writing (throughout the year)

Quarter 1

* summer reading
* Medieval culture
* Anglo-Saxon epic
* Middle English verse satire

Quarter 2

* Renaissance culture
* Shakespearean tragedy
* Literary theory (feminism, psychoanalysis, post-structuralism, New Historicism)

Quarter 3

* Romanticism
* Romantic poetry and the “sublime”
* Romantic/Gothic novel
* literary theory

Quarter 4

* Victorian culture
* Victorian novel
* Victorian satirical drama
* Modernism
* Modernist short fiction
* literary theory

**Specific Content**

- introduction and implementation of new vocabulary (throughout the year)

- review of grammatical rules and concepts as needed based on the students’ written work (throughout the year)

- introduction and implementation of literary terminology and literary theory (throughout the year)

**Quarter 1**

- detailed analysis of a short passage in both prose and poetry

- how Beowulf and others exhibit the values of a medieval warrior society and the transition from paganism to Christianity

- how medieval writers explore concepts of revenge, justice, and heroism

- how Chaucer satirizes medieval society through subjective characterization

- the conventions of epics and other popular medieval genres

- Medieval British culture and history

**Quarter 2**

- application of specific literary theories to *Hamlet*

- how Shakespeare explores concepts of revenge, justice, and heroism

- how Shakespeare dramatizes loss, madness, and deception

- Shakespearean tragedy, tragic conventions, and the relationship between family, politics, and social order

- Renaissance British culture and history

**Quarter 3**

- Wordsworth's, Coleridge's, Shelley’s and Keats's use of radical poetic innovation and content to advance the causes of revolution, natural inspiration, and transcendentalism, and to promote individual feelings and forms over pre-constructed ones—all as deliberate reactions against the priorities of Neo-Classicism

- the Byronic antihero

- how Shelley explores concepts of revenge, heroism, and human nature

- how Romantic writers explore the relationship between humanity and nature

- the effects of science and technology on culture and individuals

- Romantic British culture and history

**Quarter 4**

- how Stevenson explores concepts of human nature and internal conflicts

- how Victorian writers react to strict morality, restrictions to personal freedom, and social pressures and hypocrisy

- the class system and its effects on individuals

- how Wilde satirizes class, hypocrisy, and Victorian trends

- how Modernist writers question past values and institutions and the meaning of life

- Victorian and Modern British culture and history

**Resources**

2015-16 Summer Reading: Choice of two of the following works *A Room With A View*, *Brave New World, War of the World, Pride and Prejudice,* and *Silas Marner*

**12th Grade Curriculum Options**

*1984*

*Beowulf*

*The Canterbury Tales*

*Hamlet*

Romantic poetry

*Frankenstein*

*The Strange Case of Dr Jekyll and Mr Hyde*

*The Importance of Being Earnest*

Modernist poetry and short stories

*Heart of Darkness*

*The Collector*

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