

* **Subject Area:** English

* **Category:** English

* **Grade Level
for which this
course has been
designed:**

9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course classified as a Career Technical Education:** No

* **Brief Course Description**

This literature-based English 12 course is designed for 12th grade students to satisfy California State Standards and provide for college preparation. The course covers the origins of the English language, and many works that are considered oral traditions, such as Gilgamesh and Sir Gawain and the Green Knight, as well as Ballads, and Epic Poems. An historical viewpoint of Shakespeare will be presented. Students will learn the history of Shakespeare's life, studying the times in which he lived, and his impact as a writer on Western Literature. An overview of all of Shakespeare's works is offered before studying two works in depth. Students will perform dramatic reenactments of scenes. Students will cover literary theme, motif, setting and characters in the play. The students will complete written literary analysis of a Shakespearean comedy. The second semester of the course will cover Contemporary British Literature: 1800 to modern day. The students will read and discuss modern poets, playwrights, and novelists of Britain and submit written literary analyses of modern literary pieces. MLA citing of resources will be reviewed and required on extensive, structured writing assignments. Focus of the year-long study will be: vocabulary, literary analysis, structured writing, significance of literature, human impact and meaning in modern day life. Students will develop, and be graded on, speaking and listening skills as well

Pre-Requisites

Grade of C or better in a-g English 11 - Required

Co-Requisites

CSU Expository Reading and Writing Course - Recommended

**Context for Course
(optional)****History of Course Development
(optional)****Textbooks****TEXTBOOK 1**

* **Title:** Twelfth Night

* **Edition:** 2005

*
**Publication
Date:** 2005

*
Publisher: Folger Shakespeare Library

*
Author(s): William Shakespeare

**URL
Resource:**

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 2

* **Title:** Much Ado About Nothing

* **Edition:** 2005

*
Publication Date: 2005

*
Publisher: Folger Shakespeare Library

*
Author(s): William Shakespeare

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 3

* **Title:** Rime of the Ancient Mariner

* **Edition:** 2004

*
Publication Date: 2004

*
Publisher: The Gutenberg Project

TEXTBOOK 3

*** Author(s):** Samuel Coleridge Taylor

**URL
Resource:**

*** Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 4

*** Title:** John Keats: English Poets Series

*** Edition:** 1992

Publication
Date:** 1992

Publisher:** Jarrold Publishing

Author(s):** ed. Parke Sutton Limited

**URL
Resource:**

*** Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 5

* **Title:** Percy Bysshe Shelly: English Poets Series

* **Edition:** 1992

*
Publication Date: 1992

*
Publisher: Jarrold Publishing

*
Author(s): ed. Parke Sutton Limited

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 6

* **Title:** Robert and Elizabeth Browning: English Poets Series

* **Edition:** 1992

*
Publication Date: 1992

*
Publisher: Jarrold Publishing

TEXTBOOK 6

*** Author(s):** ed. Parke Sutton Limited

**URL
Resource:**

*** Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 7

*** Title:** 1984, A Novel

*** Edition:** 1985

Publication
Date:** 1985

Publisher:** Signet Classics

Author(s):** George Orwell, Eric Fromm

**URL
Resource:**

*** Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 8

* **Title:** Prufrock, and Other Observations

* **Edition:** 2007

*
Publication Date: 2007

*
Publisher: Filiquarian Publishing, LLC

*
Author(s): T.S.Elliot

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 9

* **Title:** The Jungle Book

* **Edition:** 2004

*
Publication Date: 2004

*
Publisher: 1st World Publishing

TEXTBOOK 9

*** Author(s):** Rudyard Kipling

**URL
Resource:**

*** Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

Pearson/Prentice Hall, 2002 Timeless Voices, British Literature Volumes 1 and 2
(student texts)

Oxford, 1990, ed. John Wain, Oxford Anthology of English Poets

Spark Publishing, 2003, Spark Notes: Much Ado About Nothing
Spark Publishing, 2003, Spark Notes: Twelfth Night

*** Course Purpose**

Course Goals and/or Major Student Outcomes: Literature Based English is structured to fulfill the high school requirements for 12th grade, and prepare students for the rigors of university course work. Students will:

- Demonstrate the ability to communicate clearly and coherently both orally and in writing.
- Utilize critical thinking and analysis skills by effectively completing extensive reading and writing assignments.
- Read and comprehend British authors, including historically or culturally significant works of literature.
- Evaluate ideas, and analyze evidence gathered through library and Internet research.
- Use research effectively in written literary analyses.
- Learn how to use analysis tools, such as Spark Notes, when analyzing works of

literature.

- Write well-organized extensive papers (literary analysis, comparison papers, expository papers) that demonstrate analytic thinking skills, mastery of grammar and conventions, and ability to articulate and support a literary thesis.

* Course Outline

Primary Learning Objectives for units 1-8:

Students will:

Objectives:

- 1) Acquire vocabulary to help discuss linguistics and changes in the English Language over time.
- 2) Acquire specific vocabulary to help read and understand literature from the various eras covered in the course.
- 3) Learn the meanings of terms as they relate to language and language development (linguistic terms).
- 4) Experience how syntax and words have changed in our language over time
- 5) Become familiar with events, people and religions that influenced the development of the English Language.
- 6) Recognize famous tales that have been passed on for centuries as oral traditions before the invention of the printing press—be able to tell the gist of each story, name characters and the place of origin.
- 7) Recognize famous authors, works and places associated with the writing of pieces during the Renaissance, Elizabethan, Romantic, Victorian and Modern Day Eras in British Literature.
- 8) Understand the historical viewpoint of works of literature covered
- 9) Practice Critical Listening
- 10) Practice Speaking and Presentation Skills
- 11) Demonstrate knowledge of material covered through short essay exam
- 12) Complete a extensive, structured paper for each unit, including: Summaries, Comparison pieces, Research papers, Literary Analyses.
- 13) Use MLA citation guidelines.

Central Topics of Units:

Unit 1-Old English/Medieval Period

- Origins of the English language
- Oral traditions/Epic Poems
- The Anglo-Saxon Churches

- Songs and Ballads
- Impact of the printing press
- Succession of Monarchs in England and their effects on language

Unit 2-Renaissance 1485-1625

- Sonnets-Sir Walter Raleigh/William Shakespeare
- A Man for All Seasons
- Queen Elizabeth/The Elizabethan Era
- Elizabethan Theatre

Unit-3- Works of Shakespeare/Elizabethan Era

- Overview of all Shakespeare's works
- Shakespearean vocabulary and language
- Use of language in the play, Much Ado About Nothing.
- Bringing Shakespeare's language to life: enactment of selected scenes from Much Ado About Nothing.

Unit 4-Works of Shakespeare/Elizabethan Era

- Literary analysis of Twelfth Night (Themes, Motifs and Symbols).
- Effective use of Spark Notes in analyzing Twelfth Night
- Formal written analysis of the play. Twelfth Night
- Production of selected scenes from Twelfth Night

Unit 5-England 1625-1798

- A historical perspective of the times
- John Donne, John Milton
- Amelia Lanier, Richard Lovebee
- Samuel Johnson, Anne Finch

Unit 6-Romantic Period 1798-1833

- A historical perspective of the times
- Mary and Percy Shelley
- William Wordsworth
- Samuel Taylor Coleridge
- John Keats
- Jane Austin

Unit 7-Victorian Period 1833-1901

- A historical perspective of the times
- Elizabeth Barrett Browning
- Robert Browning
- Charles Dickens
- Charlotte and Emily Bronte
- Rudyard Kipling

Unit 8-Modern and Post-Modern British Literature 16251901-present

- A historical perspective of the times
- William Butler Yeats
- T.S. Elliot
- George Orwell
- Elizabeth Bowen
- James Joyce
- Virginia Wolf
- Contemporary British Authors-Tolkien, JK Rowling, The Beatles

* Key Assignments

Unit 1: Old English/Medieval Period

- 1) Write a short summary of the two tales, The Wanderer and The Wife's Lament and come to class prepared to discuss what you have read.
- 2) Research words from Old English, and brainstorm more modern words, guessing at their origins and what time period they may have come into use. Add words from the industrial revolution, and the information age as well.
- 3) Read Gilgamesh Complete vocabulary exercises.
Discuss Oral Traditions and Songs.
- 4) Bring an example of a song, ballad or chant from old or Middle English to class
- 5) Meet Bede—Middle English historian and writer. Complete vocabulary exercises.
- 6) Complete formal written paper evaluating two hand-written histories, 600 to 800 AD.
- 7) Complete unit comprehensive final: short essay exam on Evolution of the English Language and Oral Traditions of the Medieval Times.

Unit 2: Renaissance 1485-1625

- 1) Complete vocabulary exercises that relate to Sonnets and Plays
- 2) Read the Sonnets of Sir Walter Raleigh/William Shakespeare in student text

complete workbook pages 39-40

- 3) Complete Poetry Vocabulary Sheets
- 4) Prepare a dramatic reading also of a sonnet from the era
- 5) Write a sonnet and be prepared to read aloud in class
- 6) Read A Man for All Seasons
- 7) Read Queen Elizabeth: Speech Before Her Troops
- 8) Write a description of the Elizabethan Theater
- 9) Comprehensive Unit final: Dissect a Sonnet. Identify the theme, rhyming scheme, and meter of the sonnet. Explain why certain words were chosen and evaluate the effectiveness of the word choice in the 14-line format of the piece.

Key Assignments Unit 3: Works of Shakespeare/Elizabethan Era

- 1) Read packet on Shakespeare's life
- 2) Choose one of Shakespeare's works and bring to class. Select famous lines from the play. Read them aloud to the class and explain the context and meaning.
- 3) Write a summary of the selected work.
- 4) Explain main events, roles of characters and general theme of the selected play in a presentation to the class
- 5) Read Much Ado About Nothing.
- 6) Note particular lines and language, which you notice, that are unclear or especially clever,
- 7) Go over the annotated sections of your story in your discussion group and evaluate each other's interpretation of the passages.
- 8) Take parts in the play and read aloud, coaching each other for interpretation and meaning.
- 9) Write an evaluation of the use of language by Shakespeare in Much Ado About Nothing.
- 10) Complete comprehensive unit final on Shakespeare's life and his written works

Key Assignments Unit 4: Works of Shakespeare/Elizabethan Era

- 1) Read Shakespeare's Twelfth Night
- 2) Complete vocabulary workbook exercises
- 3) Pick a Character and practice readings of lines, also complete Twelfth Night Vocabulary sheet
- 4) Memorize your character's lines
- 5) Gather props, costumes of the period, practice and perform the play.

- 6) Write a journal entry from your character's perspective
- 7) Analyze the performance and learning process through our activities in a structured written piece. Follow writing guidelines carefully.
- 8) Complete all written work in the Spark Notes booklet for Twelfth Night

End of Semester 1: Write and extensive literary analysis of elements of story, themes, symbols, writer's strategies and messages, character's roles, writer's purpose and effectiveness of the play. Take Comprehensive Final for Old English, Medieval and Elizabethan Eras in British Literature.

Unit 5- England 1625-1798

1. Participate in weekly discussion group or class at learning center.
2. Read poetry of John Milton, and other British poets of the era.
3. Complete vocabulary exercises.
4. complete study guides for the poetry
5. Complete a written comparison of two poets
6. Read Satires by John Donne
7. Discuss the impact of the satires on the society at that time.
8. complete a written explanation of the usage of language in the Satires, and how it helped the author achieve his purpose.

Unit 6- Romantic Period 1798-1833

1. Listen to the Audio-book, Rime of the Ancient Mariner
2. Discuss and record unfamiliar vocabulary.
3. Complete other vocabulary exercises.
4. complete study guides for the poem
5. Read complete collections of poems by Keats and Shelly.
6. Compare the three poets in a structured research paper.
7. Read excerpts from Jane Austin
8. Identify themes in literature for the era and write an essay to explain how literature reflected the society and beliefs of the time period.

Unit 7- Victorian Period 1833-1901

1. Participate in weekly discussion group or class at learning center.
2. Read Excerpts from Charles Dickens
3. Complete vocabulary exercises.
4. complete study guides for the excerpts

5. Complete a written evaluation of Dickens's treatment of English society
6. Read Charlotte and Emily Bronte, and Elizabeth and Robert Browning dividing the class in three groups (or three separate students who can get together for presentation later) ask each to present a dramatic reading and interpretation from each of the authors, and to research details from the authors' lives to share with the rest of the group, or your Personalized learning Teacher.
7. Read *The Jungle Book*, by Rudyard Kipling.
8. complete and expository paper on British Imperialism and its impact on British Literature

Unit 8-Modern and Post-Modern British Literature 1901-present

1. 1. Participate in weekly discussion group or class at learning center.
2. Read *Prufrock, and Other Observations*.
3. Analyze the poem, *The Love Song of J. Alfred Prufrock*, in discussion with guideline questions.
4. Share your analysis with the rest of the group, or your Personalized learning Teacher.
5. Read and discuss excerpts from James Joyce, Elizabeth Bowen, and Virginia Woolf.
6. Write summaries and personal responses of each of the excerpts.
7. Read George Orwell's *1984, A Novel*
8. Write a structured research paper on George orwell's life and his literary works.

End Semester 2:

Take comprehensive final over British Literature from 1625 to the present.

Write an extensive expository paper on the themes of the various eras in British Literature from 1625 to the present and how it represented the political and social events and beliefs of the times.

* Instructional Methods and/or Strategies

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose to meet weekly with their Personalized Learning Teacher and/or Highly Qualified

Teacher instead. The same instructional methods are used in either case.

- **Presentation:** Concepts and reading assignments are introduced, explained, and demonstrated during weekly class/teacher (Personalized Learning and Highly Qualified) meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension.
- **Discussion:** Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings. Students work in small groups or one-on-one whenever possible to increase participation.
- **Reading:** Students read all required reading: primary novels in their entirety. supplemental materials in part, some text books in their entirety.
- **Writing:** Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics and text book readings. Activities vary from summary, short answer to extended essay. Research papers, response to literature, and literary analysis. Papers are graded according to rubrics detailing: expected organization of work; clarity of thesis statement; format of formal papers; content or message; flow of writing; and grammar and punctuation conventions.
- **Oral Presentation:** Students present information during weekly class meetings both formally and informally. Presentations include Power Point, debate, and discussion, and always include an outline or handout and audio-visual aides.
- **Library/Internet Research:** Students research topics that are relevant to the reading assignments and give written and oral reports of their findings.

* **Assessment Methods and/or Tools**

- Attendance at Resource Center Class twice weekly OR weekly review of work by Personalized Learning Teacher/Highly Qualified Teacher
- Written assignments evaluated by provided writing rubrics
- Oral presentations
- Discussions: classroom participation and small group work. If not enrolled in Resource Center class then weekly discussions with Personalized Learning Teacher/Highly Qualified Teacher.
- Weekly homework assignments
- Chapter/Unit tests
- Comprehensive midterm/final

Assessment tools may also include the following:

- Participation in weekly lab activity with graded lab manual (science courses)

- Student demonstrations
- Student work samples
- Research Projects
- Projects: Power Point Presentation, brochures, community service, etc.

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher. Feedback is provided on all written work with student revision and rewrite completed when appropriate.

* Reading

Reading includes:

Short pieces and poetry from the time periods covered, as well as the following full length novels:

Gilgamesh

Sir Gawain and the Green Knight

Shakespeare, Much Ado About Nothing

Shakespeare, Twelfth Night

John Donne, Satires

Rudyard Kipling, The Jungle Book

George Orwell, 1984, A Novel

Poetry:

John Milton, Paradise Lost

Samuel Coleridge Taylor, Rime of the Ancient Mariner

English Poet Series:

John Keats; Elizabeth and Robert Browning; Percy Bysshe Shelly

T.S. Elliot, Prufrock and Other Observations

Teachers may substitute other grade level college preparatory British Literature for unit instruction from approved list.

In each novel, or writing piece, covered in the course, the students will:

*complete plot summary and analysis

- *learn key facts about the work
- *analyze major characters and their roles
- *identify themes and symbols
- *identify important quotations
- *be aware of author's historical context
- *learn appropriate vocabulary
- *write extensive paper
- *take exam over the themes and significant works and authors of the various time periods

* Writing

Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics. Activities vary from summary, short answer, oral presentation with handouts and audio-visual aides. Extensive written treatments, either expository papers, research papers, comparisons essays, or literary analysis papers will be required as part of each unit. Essays and research papers are graded according to rubrics detailing expected content, organization of writing, and grammar and conventions.

Writing includes, but is not limited to:

- Application of newly learned vocabulary
- Summaries of short literary pieces to demonstrate comprehension
- Evaluation of literature pieces
- Comparison papers
- Short essays in unit tests on time periods in British Literature
- Expository papers on the themes of British Literature
- Journal entry from the point of view of a person in the novel
- Evaluation an issue in a novel and author's techniques to treat the issue
- Evaluation of the characters' roles
- Expository paper on the literary works of the era as a reflection of the social and political events and issues of the time period
- Analysis of the descriptive language used by the author to provide a backdrop for the novel
- Re-write a shorter version of a story, changing the setting
- Research paper
- Extensive literary analysis of elements of story, themes, symbols, writer's strategies and messages, character's roles, writer's purpose and effectiveness of a particular novel

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