

**English 4 Advanced Placement
Literature and Composition
May 2012**

I. COURSE DESCRIPTION

This class is a college level course emphasizing sophistication of thought and written expression in analyzing thematic, historical, and heroic literature from both British and American fiction.

Students will write both in and out of class, expository, argumentative, and interpretive essays based upon novels and poetry. These students will come to class with an extensive background obtained from a varied and in-depth summer reading list as well a course in formalized essay writing.

Students will also engage in oral presentations and discussions in the form of debates, panels, roundtables, and dramatic readings. Listening skills will be enhanced through these exercises.

This course is divided into four sections, consisting of eight weeks each. Each section develops one particular thematic approach to literature. Frequent exposure to AP sample questions will be a part of each of these sectional approaches. This process will prepare the students to pass the AP English and Literature Composition Exam.

II. COURSE OBJECTIVES/OUTLINE

Reading Literature

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Informational Text

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem, of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the

inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Speaking and Listening

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

III. METHODS OF STUDENT EVALUATION

Students are evaluated using the following:

- Class attendance
- Class participation
- Periodic quizzes and tests
- Homework
- Essay submissions
- Skills as a peer critic
- MLA style research paper

IV. LIST OF TEXTBOOKS, INSTRUCTIONAL MATERIALS, AND SOFTWARE

Norton's Anthology of World Masterpieces, 2009

Norton's Anthology of Poetry, 2008

"The Lovesong of J. Alfred Prufrock" by T.S. Eliot, 1915

"A Hunger Artist" by Franz Kafka, 1924

Oedipus Rex by Sophocles, 429 BC

Hamlet by William Shakespeare, 1599

Death in Venice by Thomas Mann, 1912

"The Waste Land" by T.S. Eliot, 1922

The Heart of Darkness by Joseph Conrad, 1902

"Paradise Lost" by John Milton, 1667

"The Canterbury Tales" by Geoffrey Chaucer, 14th century

The Catcher in the Rye by J.D. Salinger, 1951

John Shostak's Vocabulary Workshop, 2008

Supplementary works from authors from the 16th to the 20th century

Advanced placement program sample exam questions booklet

V. INSTRUCTIONAL STRATEGIES

In order to accomplish the objectives in preparation for the AP Exam many teaching approaches will be used. For example:

- Teacher driven discussions
- Oral readings
- Peer critiques
- Lectures on interpretive
- Analytical skills
- Use of audio
- Visual materials
- Research
- Use of library sources
- Internet technology
- Worksheets

VI. SCOPE AND SEQUENCE CHART

Key: I = Introduced D = Developed in Depth R = Reinforced

SKILL TO BE LEARNED	
Give speeches of various lengths and purposes.	R
Demonstrate ability to listen effectively.	R
Engage in formal debates and group discussions.	R
Organize oral presentations related to research projects submitted in written format.	R
Edit/Revise drafts of manuscripts.	R
Achieve sentence variety in developing essays that read smoothly and interestingly.	R
Develop topics in essay form with emphasis on exposition.	R
Employ means of developing an essay including facts, details, and quotes.	R
Focus on relevant materials and reject irrelevances in developing an essay.	R
Include effective transitions to achieve unity and coherence.	D/R
Engage in peer sharing in order to develop a critical sense.	D/R
Maintain a portfolio consisting of selected writings of vest work.	D/R
Establish a natural voice and personal style in written assignments.	R
Mirror the style of authors study (parody, extend story ending).	D
Recognize/use varied reference materials.	R
Interpret information from multi-media sources.	R
Engage in documentation of resources.	R
Submit speech, essay, critical reviews and research papers.	D
Use purposeful language and specific details in writing.	I
Demonstrate the effective use of various points of view.	I
Recognize the evolution of literature.	I
Develop an understanding of tragedy.	I
Focus on contemporary themes in ancient literature.	I

VII. PACING CHART

September- November/ MP 1	Ancient Greece, Sophocles’ Tragedies, and Greek Theatre (4weeks)	Anglo-Saxon and Medieval Periods (2 weeks)	Renaissance Period (4 weeks)
2010 Common Core Content Standards (CCCS)*	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6
Essential Question:	How were the lives of characters in Greek Tragedies ruled by fate and free will?	How were the values of Anglo-Saxon and Medieval cultures reflected in the literature?	How were the ideals of love and honor evident in Renaissance literature?
Content:	Ancient Greece, Sophocles’ Tragedies, and Greek Theatre	Anglo-Saxon and Medieval Periods	Renaissance Period
Skills and Topics:	<ul style="list-style-type: none"> • read exemplars of Greek tragedies and discuss the role that fate and free will play in the lives of the characters • examine the recurring theme of a desire for justice across a variety of the characters • describe how the past influences the present • discuss the significance of —philia or love for family • explain what is referred to as man’s tragic flaw (pride) <ul style="list-style-type: none"> • discuss Greek drama terms in Aristotle’s <i>Poetics</i> • identify elements of Greek drama and timeless themes (literary allusion) • gain an understanding of the Greek Gods and their role in the lives of the Greek people. • analyze the main character’s emotional and psychological journey throughout the play • recognize the role of the protagonist and the antagonist • cite explicit evidence to support analysis of the text and draw inferences from the text • determine a theme or central idea of a text and analyze its development over the course of the text, including how the theme emerges and is shaped and refined by specific details 	<ul style="list-style-type: none"> • research elements of the Anglo-Saxon culture • analyze and discuss the qualities of an Anglo-Saxon hero • determine modern equivalents of Chaucer’s universal archetypal characters • read and evaluate the prologue of <i>The Canterbury Tales</i> as an introduction to the characters and statement of the purpose of the journey • evaluate examples of Chaucer’s style of satire in the prologue • read and discuss <i>The Pardoner’s Tale</i> as an example of an exemplum • analyze Chaucer’s methods of characterization • discuss the prevalence of the theme, —greed is the root of all evil • evaluate the medieval ideals of chivalry and fidelity • compare and contrast Sir Thomas Malory’s version of the round table with that of Alfred Lord Tennyson (<i>Idylls of the King</i>) • cite explicit evidence to support analysis of the text and draw inferences from the text • provide an objective summary of the text 	<ul style="list-style-type: none"> • determine types of betrayal reflected in Shakespeare’s plays • discuss honor as evident in the literature of the period and compare it with the modern equivalent of honor • interpret the meaning of soliloquies • discuss how introspection leads to inaction • explain and discuss how the skillful use of foils is developed within this literary period and evident in today’s literature • draw parallels among the elements of Greek drama and tragic conventions and how they are infused into Renaissance drama • perform scenes from plays to demonstrate the emotional reactions of characters to events within the plot of the play • reinforce literary terms (e.g., soliloquy, chorus, narrator, stage directions, double entendre) • adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate • read and discuss the structure and themes of Renaissance poetry • explain how modern poetry evolved from the sonnet form

September-November/ MP 1	Ancient Greece, Sophocles' Tragedies, and Greek Theatre (4 weeks) cont.	Anglo-Saxon and Medieval Periods (2weeks) cont.	Renaissance Period (4 weeks) cont.
<p>Skills and Topics:</p>	<ul style="list-style-type: none"> • provide an objective summary of the text • analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them • analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme • determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings • analyze the cumulative impact of specific word choices on meaning and tone • write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content • produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • plan, revise, edit, rewrite, and/or try a new approach when writing 	<ul style="list-style-type: none"> • determine a theme or central idea of a text and analyze its development over the course of the text, including how the theme emerges and is shaped and refined by specific details • analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them • analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme • determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings • analyze the cumulative impact of specific word choices on meaning and tone • write narratives to develop real or imagined experiences or events using effective technique, specific details, and structured event sequences • produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • plan, revise, edit, rewrite, and/or try a new approach when writing 	<ul style="list-style-type: none"> • analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) • cite explicit evidence to support analysis of the text and draw inferences from the text • determine a theme or central idea of a text and analyze its development over the course of the text, including how the theme emerges and is shaped and refined by specific details • provide an objective summary of the text • analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them • analyze how characters develop over the course of a short story, interact with other characters, and advance the plot or develop the theme • determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings • analyze the cumulative impact of specific word choices on meaning and tone • use valid reasoning and evidence from the text to support written arguments • produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • plan, revise, edit, rewrite, and/or try a new approach when writing

September-November/ MP 1	Ancient Greece, Sophocles' Tragedies, and Greek Theatre (4 weeks) cont.	Anglo-Saxon and Medieval Periods (2weeks) cont.	Renaissance Period (4 weeks) cont.
Integration of Technology	www.online-literature.com/forums , www.k-state.edu/english/ , http://www.corestandards.org/ , Internet, Web Quests, wireless laptop computers, SMART Boards, video streaming, podcasting		
Writing Assessments	Open-ended writing responses, journal writing, creative responses, persuasive, expository, and narrative essays		
Formative Assessments	Class discussions, student participation, teacher observations, assessments, oral reading, writing samples, study questions, projects		
Summative Assessments	Quizzes, tests, authentic assessments, midterm examination		
Performance Assessments	Open-ended writing responses, journal writing, creative responses, persuasive, expository, and narrative essays		
Interdisciplinary Connections	Science: 5.1.12.A.1, 5.1.12.B.2 Arts: 1.1.12.C.1-3, 1.1.12.D.2, 1.2.12.A.1-2, 1.3.12.C.1-2, 1.3.12.D.4, 1.4.12.A.1-4, 1.4.12.B.1-3 Technology: 8.1.12.A.2 Social Studies: 6.2.12.C.1.b-d, 6.2.12.D.1.f, 6.2.12.A.2.c, 6.2.12.D.2 21st Century Life/Careers: 9.1.12.A.1, 9.1.12.B.1		
21st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and <input checked="" type="checkbox"/> Entrepreneurial Literacy <input type="checkbox"/> Health Literacy		
21st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Information and Communication <input checked="" type="checkbox"/> Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy		
Resources/Representative Literature	<i>Oedipus Rex, Antigone</i> , Sophocles <i>Lysistrata</i> , Aristophanes <i>The Iliad</i> , Homer <i>Poetics</i> , Aristotle <i>Medea</i> , Euripides The Bible <i>The Language of Literature</i> McDougal Littell, British Literature Edition, 2008 <i>The Norton Anthology of World Literature</i>	<i>The Epic of Gilgamesh</i> <i>Beowulf</i> , anonymous <i>Grendel</i> , John Gardner <i>Sir Gawain and the Green Knight</i> , Burton Raffel <i>Canterbury Tales</i> , Geoffrey Chaucer <i>Le Morte d'Arthur</i> , Sir Thomas Malory <i>The Language of Literature</i> McDougal Littell, British Literature Edition, 2008 <i>The Norton Anthology of World Literature</i>	<i>The Language of Literature</i> McDougall Littell, British Literature Edition 2008 (Purple) Shakespearean plays and sonnets Petrarchan sonnets <i>The Language of Literature</i> McDougal Littell, British Literature Edition, 2008 <i>The Norton Anthology of World Literature</i>
Careers	Applicable career options are discussed as they arise throughout the English language arts program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Government and Public Administration Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster.		

November-February/ MP2-3	17 th Century Literature (3 weeks)	18 th Century Literature (4 weeks)	19 th Century Literature (2 weeks)	Early 20 th Century and Modern Literature (4 weeks)
2010 Common Core Content Standards (CCCS)*	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6
Essential Question:	How do ideas expressed by Metaphysical and Cavalier poets compare to other time periods?	How did the Restoration play a part in literature?	How do the writers of the 19 th century make their characters memorable?	How did modern themes become entrenched in the literature of the period?
Content:	17 th Century Literature	18 th Century Literature	19 th Century Literature	Early 20 th Century Literature
Skills and Topics:	<ul style="list-style-type: none"> • read and discuss the themes of representative 17th century literature • examine the themes of true love and separation • explain ways in which life may be represented by extended metaphors (e.g., sleep for death) • discuss the philosophy that people might be connected to the church in such a way that what happens to one individual affects all the others • identify the poetic forms of the sonnet, octave, and sestet and discuss the uses of metaphor, paradox, oxymoron, and conceit • compare and contrast English with Petrarchan sonnets • evaluate the role religion played in influencing the poetry of the period • discuss the application of a theme (muse) in the composition of poetry (Petrarch) • compare and contrast the themes and structure of sonnets from Italy versus those by English poets 	<ul style="list-style-type: none"> • define and give examples of epic poem, mock epic poem, and allegory • outline and discuss the structure of an epic poem • discuss the moral lessons inherent in various works • define satire and the aim of the satirist • recognize the use of satire and humor • examine the use of realistic detail • relate personal views of heaven and hell • describe the characteristics of an 18th century hero • discuss the role of the hero of Satan's character in <i>Paradise Lost</i> • discuss worldly temptations and challenges that can lead to corruption • explore the depth of romantic themes prevalent in the poetry of the period 	<ul style="list-style-type: none"> • recognize the role of the protagonist and the antagonist • analyze the main character's emotional and psychological journey throughout pieces of literature • identify and analyze the internal and external conflicts in literature • compare and contrast Sir Thomas Malory's version of the round table with that of Alfred Lord Tennyson (<i>Idylls of the King</i>) • identify how traditional values are trivialized in <i>The Importance of Being Earnest</i> • discuss themes of anger, jealousy, leading a double life, and death of a loved one • discuss the symbolic function of the albatross in <i>The Rime of the Ancient Mariner</i> • determine how the beauty of nature brings peace to a noisy, urban world 	<ul style="list-style-type: none"> • examine the influence of nature on man's behavior • examine how socio-economic level and/or social status impact the character's development and interactions • recognize how man understands his role in society • discuss the struggle of characters against factors within society • describe how characters are enlightened and affected by circumstances within their situations • cite explicit evidence to support analysis of the text and draw inferences from the text • determine a theme or central idea of a text and analyze its development over the course of the text, including how the theme emerges and is shaped and refined by specific details • provide an objective summary of the text

November-February/ MP2-3	17 th Century Literature (3 weeks) cont.	18 th Century Literature (4 weeks) cont.	19 th Century Literature (2 weeks) cont.	Early 20 th Century and Modern Literature (4 weeks) cont.
<p>Skills and Topics:</p>	<ul style="list-style-type: none"> draw analogies for the symbols (compass needle to the union of both spiritual and physical worlds) to the allegorical style of the Greeks cite explicit evidence to support analysis of the text and draw inferences from the text determine a theme or central idea of a text and analyze its development over the course of the text, including how the <ul style="list-style-type: none"> theme emerges and is shaped and refined by specific details provide an objective summary of the text analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings analyze the cumulative impact of specific word choices on meaning and tone 	<ul style="list-style-type: none"> discuss how the theme of —Carpe diem is appropriate in contemporary culture identify the theme, —love and revere all of God’s creatures! examine the relationship among the literary geniuses of the time cite explicit evidence to support analysis of the text and draw inferences from the text determine a theme or central idea of a text and analyze its development over the course of the text, including how the theme emerges and is shaped and refined by specific details provide an objective summary of the text analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings 	<ul style="list-style-type: none"> discuss the upheaval that the industrial revolution caused in the literature of the Victorian period cite explicit evidence to support analysis of the text and draw inferences from the text determine a theme or central idea of a text and analyze its development over the course of the text, including how the theme emerges and is shaped and refined by specific details provide an objective summary of the text analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings analyze the cumulative impact of specific word choices on meaning and tone use valid reasoning and evidence from the text to support written arguments 	<ul style="list-style-type: none"> analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings analyze the cumulative impact of specific word choices on meaning and tone use valid reasoning and evidence from the text to support written arguments produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience plan, revise, edit, rewrite, and/or try a new approach when writing

November-February/ MP2-3	17 th Century Literature (3 weeks) cont.	18 th Century Literature (4 weeks) cont.	19 th Century Literature (2 weeks) cont.	Early 20 th Century & Modern Literature (4 weeks) cont.
Skills and Topics:	<ul style="list-style-type: none"> write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience plan, revise, edit, rewrite, and/or try a new approach when writing 	<ul style="list-style-type: none"> analyze the cumulative impact of specific word choices on meaning and tone write narratives to develop real or imagined experiences or events using effective technique, specific details, and structured event sequences produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience plan, revise, edit, rewrite, and/or try a new approach when writing 	<ul style="list-style-type: none"> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience plan, revise, edit, rewrite, and/or try a new approach when writing 	
Integration of Technology	www.online-literature.com/forums , www.k-state.edu/english/ , http://www.corestandards.org/ , Internet, Web Quests, wireless laptop computers, SMART Boards, video streaming, podcasting			
Writing Assessments	Open-ended writing responses, journal writing, creative responses, persuasive, expository, and narrative essays			
Formative Assessments	Class discussions, student participation, teacher observations, assessments, oral reading, writing samples, study questions, projects			
Summative Assessments	Quizzes, tests, authentic assessments, midterm examination			
Performance Assessments	Open-ended writing responses, journal writing, creative responses, persuasive, expository, and narrative essays			
Interdisciplinary Connections	Science: 5.1.12.A.1, 5.1.12.B.2; Arts: 1.1.12.C.1-3, 1.1.12.D.2, 1.2.12.A.1-2, 1.3.12.C.1-2, 1.3.12.D.4, 1.4.12.A.1-4, 1.4.12.B.1-3; Technology: 8.1.12.A.2; Social Studies: 6.2.12.C.1.b-d, 6.2.12.D.1.f, 6.2.12.A.2.c, 6.2.12.D.2; 21st Century Life/Careers: 9.1.12.A.1, 9.1.12.B.1			
21st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and <input checked="" type="checkbox"/> Entrepreneurial Literacy <input type="checkbox"/> Health Literacy			
21st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Information and Communication <input checked="" type="checkbox"/> Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy			

November-February/ MP2-3	17 th Century Literature (3 weeks) cont.	18 th Century Literature (4 weeks) cont.	19 th Century Literature (2 weeks) cont.	Early 20 th Century & Modern Literature (4 weeks) cont.
Resources/Representative Literature	<p><i>To the Virgins, to Make Much of Time, To Daffodils</i>, Robert Herrick <i>Song, Holy Sonnets</i>, John Donne <i>Virtue, Easter Wings</i>, George Herbert <i>To His Coy Mistress</i>, Andrew Marvell <i>To the Memory of My Beloved Master</i>, William Shakespeare <i>On My First Son, Song: To Celia</i>, Ben Johnson <i>The Language of Literature</i> McDougal Littell, British Literature Edition, 2008 <i>The Norton Anthology of World Literature</i></p>	<p><i>Gulliver's Travels, A Modest Proposal</i>, Jonathan Swift <i>A Journal of the Plague Year, The Diary of Samuel Pepys</i>, Samuel Pepys <i>An Answer to a Love-Letter in Verse</i>, Lady Mary Wortley Montagu <i>The Lamb</i>, William Blake <i>To a Mouse</i>, Robert Burns <i>Paradise Lost</i>, John Milton <i>Ode to a Nightingale, Ode on a Grecian Urn</i>, John Keats <i>Pride and Prejudice</i>, Jane Austen <i>She Walks in Beauty</i>, Lord Byron <i>Frankenstein</i>, Mary Shelley <i>Inferno</i>, Dante Alighieri <i>The Language of Literature</i> McDougal Littell, British Literature Edition, 2008 <i>The Norton Anthology of World Literature</i></p>	<p><i>Idylls of the King, The Lady of Shalott, Ulysses</i>, Alfred Lord Tennyson, <i>The Turn of the Screw</i>, Henry James, <i>My Last Duchess</i>, Robert Browning <i>When I Was One-and-Twenty, Loveliest of Trees</i>, A. Housman <i>Sonnet 43</i>, Elizabeth Barrett Browning <i>Jane Eyre</i>, Charlotte Bronte, <i>Requiem, The Strange Case of Dr. Jekyll and Mr. Hyde</i>, Robert Louis Stevenson <i>The Rime of the Ancient Mariner</i>, Samuel Taylor Coleridge, <i>The Three Strangers</i>, Thomas Hardy <i>The Language of Literature</i> McDougal Littell, British Literature Edition, 2008 <i>The Norton Anthology of World Literature</i></p>	<p><i>The Verger</i>, Somerset Maugham <i>Araby</i>, James Joyce <i>The Song of Wandering Angus, Sailing to Byzantium</i>, William Butler Yeats <i>Do Not Go Gentle into That Good Night</i>, Dylan Thomas <i>A Room of One's Own</i>, Virginia Woolf <i>The Rocking-Horse Winner</i>, D. H. Lawrence <i>The Life of Pi</i>, Yan Martel <i>The White Tiger</i>, Aravind Adiga <i>The Language of Literature</i> McDougal Littell, British Literature Edition, 2008 <i>The Norton Anthology of World Literature</i></p>
Careers	<p>Applicable career options are discussed as they arise throughout the English language arts program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Government and Public Administration Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster.</p>			

February-June/ MP3/4	British & European: Victorian & Romantic Periods (5 weeks)	British and European: Modern (4 weeks)	Ex-Patriots (4 weeks)	Independent Study (4 weeks)
2010 Common Core Content Standards (CCCS)*	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6	RL.11-12.1-6, RL.11-12.9-10, RI.11-12.1-10, W.11-12.1-10, L.11-12.1-6, SL.11-12.1-6
Essential Question:	How do the writers of the 19th century make their characters memorable?	How did modern themes become entrenched in the literature of the period?	Why are these authors often looked at together? How does each writer address what it is to be American? To be human?	How can the themes and styles studied throughout the year be applied to various novels from around the world?
Content:	New Woman, Enlightenment, Industrial Revolution, 18th and 19th century Literature	Modern Literature from the 20th century to the present	Faulkner, Fitzgerald, and Hemmingway	African, Asian, Latin American, and A collection of novels from around the world
Skills and Topics:	<ul style="list-style-type: none"> • read and discuss the themes of representative 18th and 19th century literature • discuss the moral lessons inherent in various works • define satire and the aim of the satirist • recognize the use of satire and humor • examine the use of realistic detail • relate personal views of heaven and hell • describe the characteristics of an 18th and 19th century hero • discuss worldly temptations and challenges that can lead to corruption • explore the depth of romantic themes prevalent in the poetry of the period • discuss themes of anger, jealousy, leading a double life, and death of a loved one • determine how the beauty of nature brings peace to a noisy urban world • discuss the upheaval that the industrial revolution caused in the literature of the Victorian period 	<ul style="list-style-type: none"> • examine the influence of nature on man’s behavior • examine how socio-economic level and/or social status impact the character's development and interactions • recognize how man understands his role in society • discuss the struggle of characters against factors within society • describe how characters are enlightened and affected by circumstances within their situation • Collectivism versus the authority of the individual. • Alienation leads to an awareness about one's inner life. • The author challenges tradition and reinvigorates it. • A breaking away from patterned responses and predictable forms. • Understanding of the idea that the self is one of alienation 	<ul style="list-style-type: none"> • apply knowledge of theme to understand how it functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • discuss various points of view’s benefits and limitations • understand the historical context of these ex-patriots • increase awareness and appreciation of the features of each author’s distinct style (compare and contrast) 	<ul style="list-style-type: none"> • apply the thematic and structural elements and conventions discussed throughout the year to various pieces of literature from around the world

February-June/ MP3/4	British & European: Victorian & Romantic Periods (5 weeks)	British and European: Modern (4 weeks)	Ex-Patriots (4 weeks)	Independent Study (4 weeks)
Integration of Technology	www.online-literature.com/forums , www.k-state.edu/english/ , http://www.corestandards.org/ , Internet, Web Quests, wireless laptop computers, SMART Boards, video streaming, podcasting			
Writing	Open-ended writing responses, journal writing, creative responses, persuasive, expository, and narrative essays			
Formative Assessments	Class discussions and participation, teacher observations, assessments, oral reading, writing samples, study questions, projects			
Summative Assessments	Quizzes, tests, authentic assessments, midterm examination			
Performance Assessments	Open-ended writing responses, journal writing, creative responses, persuasive, expository, and narrative essays			
Interdisciplinary Connections	Science: 5.1.12.A.1, 5.1.12.B.2 Arts: 1.1.12.C.1-3, 1.1.12.D.2, 1.2.12.A.1-2, 1.3.12.C.1-2, 1.3.12.D.4, 1.4.12.A.1-4, 1.4.12.B.1-3 Technology: 8.1.12.A.2 Social Studies: 6.2.12.C.1.b-d, 6.2.12.D.1.f, 6.2.12.A.2.c, 6.2.12.D.2 21st Century Life/Careers: 9.1.12.A.1, 9.1.12.B.1			
21st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and <input checked="" type="checkbox"/> Entrepreneurial Literacy <input type="checkbox"/> Health Literacy			
21st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Information and Communication <input checked="" type="checkbox"/> Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy			
Resources/ Representative Literature	Poetry of the 18 th and 19 th centuries <i>Gulliver's Travels</i> , <i>A Modest Proposal</i> , Jonathan Swift <i>Great Expectations</i> Charles Dickens <i>Paradise Lost</i> , John Milton <i>Jane Eyre</i> , Charlotte Brontë <i>Robinson Crusoe</i> , Daniel DeFoe <i>Pride and Prejudice</i> , <i>Emma</i> , Jane Austen <i>Frankenstein</i> , Mary Shelley <i>Wuthering Heights</i> , Emily Brontë Various fairy tales	<i>The Little Prince</i> , Antoine de Saint-Exupery <i>Slaughterhouse 5</i> , Kurt Vonnegut <i>Catch 22</i> , Joseph Heller <i>Brave New World</i> , Aldous Huxley 1984, George Orwell <i>Hitchhiker's Guide to the Galaxy</i> , D. Adams <i>A Clockwork Orange</i> , Anthony Burgess <i>Wide Sargasso Sea</i> , Jean Rhys <i>One Flew Over the Cuckoo's Nest</i> , K. Kesey <i>Invisible Man</i> , Ralph Ellison <i>Metamorphosis</i> , Franz Kafka "The Verger," Somerset Maugham "Araby," James Joyce <i>The Song of Wandering Aengus</i> , <i>Sailing to Byzantium</i> , William Butler Yeats <i>A Room of One's Own</i> , Virginia Woolf <i>The Rocking-Horse Winner</i> , D. H. Lawrence	<i>The Sound and the Fury</i> , <i>As I Lay Dying</i> , <i>Light in August</i> , <i>Absalom, Absalom!</i> , <i>The Unvanquished</i> , <i>The Reivers</i> , "The Bear," "Barn Burning," "Spotted Horses," "That Evening Sun," and "Dry September" Nobel Prize Speech, William Faulkner <i>The Old Man and the Sea</i> , <i>The Sun Also Rises</i> , <i>Farewell to Arms</i> , <i>For Whom the Bell Tolls</i> , "The Short Happy Life of Francis Macomber," "A Clean, Well-Lighted Place," "Hills Like White Elephants," Ernest Hemingway "Bernice Bobs Her Hair" and other stories, F. Scott Fitzgerald	Various texts from around the world
Careers	Applicable career options are discussed as they arise throughout the English language arts program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Government and Public Administration Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster.			

VIII. STUDENT HANDOUT

1. The student will cite strong and thorough textual evidence to support analysis of what the text says.
2. The student will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
3. The student will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
4. The student will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
5. The student will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. The student will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
7. The student will analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
8. The student will read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
9. The student will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
10. The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
11. The student will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
12. The student will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
13. The student will integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
14. The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
15. The student will develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
16. The student will use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
17. The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

18. The student will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
19. The student will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
20. The student will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
21. The student will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
22. The student will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
23. The student will understand the format and strategies for answering college application essay questions.
24. The student will understand the format and strategies for completing resume and job application related materials.
25. The student will evaluate the philosophical, political, religious, ethical and/or social influences that shaped characters, plots and settings.
26. The student will compare and contrast print medium with film.
27. The student will appreciate visual and performing arts as an extension of culture.
28. The student will understand the study of literature and theories of literary criticism.