

**Shamokin Area School District**

**Shamokin Area Middle/High School**

**English Curriculum**

**Grade Twelve**

## **12th GRADE COLLEGE PREP ENGLISH**

### **CONTENTS**

I. Anglo Saxon Period

II. Medieval Period

III. Elizabethan Age – Shakespearean Tragedy

IV. Seventeenth Century

A. Metaphysical

B. Cavalier

C. Puritan

V. Restoration and Eighteenth Century

A. Satire

B. Pre Romantics

VI. Romantic Period

VII. Victorian Period

A. Poetry

B. Prose

C. Drama

VIII. Twentieth Century

A. Novel

B. Composition

C. Research Paper

## **PHILOSOPHY**

The twelfth grade academic English course is designed to develop the cognitive skills of students who plan to enter a post high school educational program. Material has been selected to develop an understanding, evaluation and appreciation of literary expression. Writing assignments are given to develop skills in the four forms of discourse. Writing a research paper provides experience in working with synthesis and documentation. The language experiences are designed to develop vocabulary and improve reading proficiency.

### **OVERALL OBJECTIVES OF THE COURSE**

Through a variety of speech, reading, and compositional activities, the course will provide an opportunity for precise thinking and expression. At the completion of the course, students will be able:

- To promote student confidence in his/her speaking and writing.
- To use the writing process.
- To articulate the essence and style of a literary work.
- To write in the expository, narrative, argumentative and descriptive modes.
- To distinguish various genre.
- To locate and explain literary techniques and terms.
- To identify main and supporting thoughts in discourse.
- To improve the ability to make distinctions and see relationships.
- To develop a continuing appreciation for life through literary and other artistic forms.
- To write a long composition using research and documentation.

### **Time and Sequence**

The Anglo Saxon Period	4 weeks
The Medieval Period	4 weeks
The Renaissance Period	3 weeks
A Shakespearean Tragedy	5 weeks
The 17 <sup>th</sup> and 18th Century	2 weeks
The Novel	6 weeks
The Romantic Period	3 weeks
Prose unit Fictional Literature	2 weeks
Non Fiction Selections	2 weeks
Research Paper	4 weeks

### **EXPECTED LEVELS OF ACHIEVEMENT**

To successfully complete the planned course in twelfth grade English, the students must meet the following expectations:

1. Students will be expected to bring text, paper and pencil to class each day.
2. Students will be expected to cooperate with and show respect for the teacher and their peers
3. Students will be required to complete class work and homework for each unit on time.
4. Students will be required to keep a notebook.
5. Students will accept responsibility to make up all work covered during any period of absence from the classroom.
6. Students will be expected to maintain a minimum score of seventy percent in the course.
7. Students will be responsible for maintaining the condition of the books and related materials.

## **PROCEDURES FOR EVALUATION**

Evaluation of student progress for each unit will be measured by an appropriate combination of the following techniques:

1. Objective Test
2. Essay Tests
3. Oral Presentation
4. Announced and Unannounced Quizzes
5. Class Participation
6. Composition

## **UNIT I**

### **ANGLO SAXON PERIOD**

#### **Objectives:**

The students will be able to:

1. Define and discuss characterization.
2. Analyze character in a literary work.
3. Recognize and define the kenning.
4. Identify the elegiac mood.
5. Recognize and define metaphor.
6. Recognize and define the ballad stanza.
7. Define the elements of the epic.
8. Recognize and define caesura.

## **LITERARY SELECTIONS**

Excerpts from *Beowulf*

Anglo Saxon poetry

“The Wanderer”

“The Seafarer”

“The Wife’s Lament”

## **METHODS OF INSTRUCTION**

(ST 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7) (AA Understand fiction appropriate to grade level – Make inferences and draw conclusions based on information from the text.)

1. Read and respond to selected Anglo Saxon poems.
2. Listen to narrative and lyric poetry to identify the use of literary techniques.
3. Discuss the relationship between history and literature.
4. Discuss the oral tradition.

## **UNIT II**

### **MEDIEVAL PERIOD**

#### **Objectives:**

The students will be able to:

1. Define literary techniques, including symbolism, imagery, alliteration, mood, allusion, conflict and personification.
2. Improve reading proficiency through integrated vocabulary study.
3. Interpret and respond to notable literary works.
4. Read and identify satire.
5. Read and identify the medieval romance as a genre.
6. Identify the elements of the story including protagonist, antagonist, conflict, and point of view.

## **LITERARY SELECTIONS**

Prologue to "The Canterbury Tales"

"The Nun's Priest's Tale"

"The Pardoner's Tale"

Medieval Ballads

\* The ballad is sometimes included in the Anglo Saxon Period and sometimes in the Medieval Period. Since the genre is an early oral literature, it can be included in either unit.

## **METHODS OF INSTRUCTION**

1. Read and respond to the historical background of the Middle Age. (ST 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7) (AA Understand fiction appropriate to grade level. Make inferences and draw conclusions based on information from the text.)
2. Read and respond to selected literary works of the period (ST 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7) (AA Understand fiction appropriate to grade level – Make inferences and draw conclusions based on information from the text.)
3. Study the ballad as a timeless and universal genre. (ST 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8) (AA Understand fiction appropriate to grade level – Make inferences and draw conclusions based on information from the text.)

## **UNIT III**

### **THE ELIZABETHAN AGE AND SHAKESPEARE**

#### **Objectives:**

Students will be able to:

1. Define and identify the sonnet sequences.
2. Respond in discussion and composition to notable literary works of the period.
3. Analyze the use of literary techniques.
4. Explain the connection between the era and the literature.

5. Understand that prose was still seen in the limited form of the essay.
6. Define the “tragic hero” archetype as it applies to the drama of the period.

### **LITERARY SELECTIONS**

Works by the Elizabethan poets

Sonnets from the period and later works written throughout the world

*Macbeth*

*Hamlet*

### **METHODS OF INSTRUCTION**

1. Read and discuss sonnets (ST 1.1, 1.2, 1.3, 1.6) (AA Understand fiction appropriate to grade level – Make inferences and/or draw conclusions based on information from the text.)
2. Write a sonnet (optional) (ST 1.4, 1.5) (AA Understand fiction appropriate to grade level – Make inferences and/or draw conclusions based on information from the text.)
3. Explicate and personally respond to a sonnet (ST 1.1, 1.2, 1.3, 1.6) (AA Understand fiction appropriate to grade level – Make inferences and/or draw conclusions based on information from the text.)
4. Write and discuss character analysis in dramas (ST 1.3, 1.4, 1.5)

## **UNIT IV**

### **SEVENTEENTH CENTURY**

#### **Objectives:**

The student will be able to:

1. Gain a familiarity with notable writers and their works.
2. Gain an understanding of metaphysical and Cavalier poets pertaining to style, and relationship to the era.
3. Define conceit, extended metaphor, and allegory.



4. Gain familiarity to Puritan literature in regard to style and subject matter.

### **LITERARY SELECTIONS**

1. Cavalier poems of Jonson, Herrick, Suckling and Lovelace.
2. Metaphysical works of Dunne, Herbert, Marvell and Vaughan.
3. Puritan works of John Milton and John Bunyan

### **METHODS OF INSTRUCTION**

1. Read and discuss poetry (ST 1.1, 1.2, 1.3, 1.6) (AA Interpret, compare, describe, analyze, and evaluate components within and between texts).
2. Write analysis of poetry (ST 1.3, 1.4, 1.5)
3. Discuss extended metaphors in "Meditation 17". (ST 1.3, 1.4, 1.6) (AA Interpret, compare, describe, analyze, and evaluate components within and between texts.)

## **UNIT V**

### **RESTORATION AND EIGHTEENTH CENTURY**

#### **Objectives:**

The students will be able to:

1. Understand the change in political climate during the Restoration.
2. Define and identify satire, irony, epic, mock epic, couplet, epigram, novel, diary, and journalists.
3. Analyze a literary critique and argumentation.
4. Interpret and respond to nonfiction, fiction, and poetry of the era orally and in writing.
5. Gain a familiarity with notable writers and their works.

### **LITERARY SELECTIONS**

1. Prose works of Pepys, Defoe, and Swift.

2. Poetry of Pope, Burns, Blake, and Gray.

### **METHODS OF INSTRUCTION**

1. Read and discuss Drydon's literary critique and discuss the various methods of argumentation, noting the strategy of using "opposing viewpoints." (ST 1.1, 1.2, 1.3,). (AA Understand fiction appropriate to grade level-Make inferences and/or draw conclusions based on information from the text.)
2. Read excerpts from "Pepy's Diary" and DeFoe's "Journal of The Plague Year" recognizing them as a primary source of journalistic fiction respectively. (ST 1.1, 1.2, 1.3). (AA Understand nonfiction appropriate to grade level)
3. Read "The Rape of the Lock" and analyze its tone and satiric makeup. (ST 1.1, 1.2, 1.3,) (AA Understand fiction appropriate to grade level)
4. Write a satire using "A Modest Proposal" as the model. (ST 1.4, 1.5) (AA Understand argumentation, noting the strategy of using "opposing viewpoints" (ST 1.1, 1.2, 1.3) (AA Understand fiction appropriate to grade level)

### **UNIT VI**

#### **ROMANTIC PERIOD (1798-1832)**

##### **Objectives:**

Students will be able to:

1. Understand the Romantic attitude against authority, materialism and discipline.
2. Understand the importance of nature and Pantheism as it applies to the poetry of the period.
3. Identify the poets of the period.
4. Respond in discussion and composition to notable literary works of the time.
5. Do an oral presentation on one of the major poets of the time.

### **LITERARY SELECTIONS**

1. Poems by Wordsworth, Coleridge, Byron, Shelley, Keats

## **METHODS OF INSTRUCTION**

1. Read and discuss poems. (ST 1.1, 1.2, 1.3) (AA Interpret, compare, describe, analyze, and evaluate components within and between the texts.)
2. Read selected poems aloud to identify meter and to express meaning. (ST 1.1, 1.2, 1.3) (AA Interpret, compare, describe, analyze, and evaluate components within and between texts.)
3. Student research and reports on Romantic writers. (ST 1.4, 1.5, 1.6, 1.8)

## **UNIT VII**

### **VICTORIAN AGE**

#### **Objectives:**

Students will be able to:

1. Explain the connection between the era and the literature.
2. Understand the attitude of protest during the era, especially in the novels of Charles Dickens.
3. Analyze the variety of poetic styles including dramatic monologue and sprung rhythm.
4. Respond in discussion and composition to notable literary works of the age.
5. Analyze and understand the use of satire in Victorian drama.

### **LITERARY SELECTIONS**

1. Novels of Charles Dickens and Thomas Hardy
2. Poetry of Tennyson, Browning, Arnold, Hopkins, Houseman
3. Drama of Oscar Wilde – *The Importance of Being Earnest*

## **METHODS OF INSTRUCTION**

1. Read and discuss literature. (ST 1.1, 1.2, 1.3, 1.4) (AA Interpret, compare, describe, analyze and evaluate components within and between texts.)

2. View movie of one of Dickens's novels. (ST 1.6, 1.8)
3. Oral reading of *The Importance of Being Earnest*. (ST 1.6, 1.8) (AA Understand fiction appropriate to grade level)
4. Oral interpretation of drama (ST 1.3, 1.7) (AA Interpret, compare, describe, analyze, and evaluate components within and between texts.)

## UNIT VIII

### TWENTIETH CENTURY

#### **Objectives:**

The students will be able to:

1. Understand elements of a short story.
2. Expand vocabulary and reading proficiency.
3. Analyze *Lord of the Flies* on a literal and allegorical level.
4. Analyze and articulate the details that delineate character in short story and novel.
5. Understand the relationship of poetry to the period.

#### **LITERARY SELECTIONS**

1. Various short stories in anthology.
2. *Lord of the Flies*
3. Poetry of trench poets.
4. Poetry of Dylan Thomas, Edith Stillwell, and C. Day Lewis.

## **METHODS OF INSTRUCTION**

1. Read and discuss short stories. (ST 1.1, 1.2, 1.3) (AA Identify, interpret, describe, and analyze literary devices in fictional and nonfictional texts.)
2. Student simulation of *Lord of the Flies* emphasizing team work, critical thinking and problem solving. (ST 1.1, 1.2, 1.3)
3. Read and discuss poetry. (ST 1.1, 1.2, 1.3, 1.6) (AA Identify, interpret, describe, and analyze literary devices in fictional and nonfictional text.)

## **UNIT IX**

### **THE NOVEL**

#### **Objectives:**

The student will be able to:

1. Define the novel.
2. Summarize the roots of the novel.
3. Summarize the various kinds of novels.
4. Analyze the elements inherent in the genre: theme, characterization, setting, and plot.
5. Analyze external and internal changes in the main characters.
6. Analyze the motivational factors in the characters.
7. Analyze and discuss connotation, denotation and the importance of diction.
8. Recognize and state the ways in which character is revealed.
9. State the point of view of the narrator.
10. Identify the various archetypal motifs found in the novels.

## **POSSIBLE LITERARY SELECTIONS**

1. Orwell, *Animal Farm*
2. Golding, *Lord of the Flies*
3. Teacher and/or selected novel from the library

## **METHODS OF INSTRUCTION**

1. Read novels from the reading list. (ST 1.1, 1.2, 1.3) (AA Identify, interpret, describe, and analyze literary devices in fictional and nonfictional text.)
2. Write paragraphs analyzing character. (ST 1.1, 1.2, 1.3, 1.4, 1.5)
3. Write a paragraph explaining the nature of conflict in the novel. (ST 1.1, 1.2, 1.3, 1.4)

## **UNIT X**

### **COMPOSITION**

Much of the writing instruction, activities and evaluation are integrated in the overall program. Outline form is used in the speech given in the novel unit and research project. Argumentative, narrative and expository writing occurs in assignments in various literary units as stated in the methods of instruction.

The students will be able to:

1. Utilize all phases of the writing process, including brainstorming, peer review and revision in all assignments.
2. Improve precision in thoughts and composition through precise writing.
3. Improve skill in extemporaneous writing through in class assignments and in writing revision in all assignments and essay test answers.
4. Improve precision in writing short and extended definitions.
5. Differentiate between the formal and informal essay.
6. Analyze the merit of both professional and student written works.
7. Identify organizational techniques in composition.

8. Analyze techniques in introduction.
9. Distinguish between abstract, specific and concrete details.
10. Differentiate between a general and limited topic.
11. Form a thesis statement.
12. Understand and use proper documentation of sources.

### **Materials**

The literature anthology

The grammar book

The school library

Literary selections

## **UNIT XI**

### **RESEARCH PAPER**

#### **Objectives:**

Students will be able to:

1. Choose a topic with the approval of the English teacher. After the first two weeks the topic cannot be changed.
2. Choose 4-6 sources (An encyclopedia is not a major source).
3. Evaluate the quality of source material.
4. Define plagiarism.
5. Analyze various types of plagiarism.
6. Write a thesis statement.
7. Prepare source cards
8. Explain the parts of a paper.

9. Write the required number of note cards as assigned.
10. Prepare an outline.
11. Write parenthetical citations.
12. Prepare a first draft of the paper.
13. Write the Works Cited page.
14. Revise the paper.
15. Type the final copy.

### **CONTENT AND ACTIVITIES**

1. Read the section on term papers in the Heath's Grammar Book. (ST 1.1, 1.2, 1.3)  
(AA Interpret, describe and analyze concepts and organizations of nonfictional text.)
2. Students will create a term paper for their English classes. (ST 1.4, 1.5, 1.8).
3. The following components will be handed in to and graded by the English teacher: (Bibliography cards, note cards, outline, and thesis statement. (ST 1.4, 1.5, 1.8).
4. Students will use the computer lab to write their papers and will return in a typed format. (AA Interpret, describe, and analyze concepts and organizations of nonfictional text.)
5. The English teacher will grade the paper on form, language, and style. (ST 1.3, 1.5, 1.8).





