Department: English

Course Title: Themes in British Literature

Course Number: 1006

Grade Level: 12

Length of Course: 1 Year

Prerequisite: Successful completion of English III (Themes in American Literature)

UC/CSU (A-F) Requirement: B

I. Goals
The student will:

A. Demonstrate word analysis, fluency, and systematic vocabulary development
   1. Apply their knowledge of word origins to determine the meaning of new words encountered in reading materials.
   2. Use vocabulary words accurately.

B. Demonstrate reading comprehension (Focus on Informational Materials)
   1. Read and understand grade-level-appropriate material.
   2. Analyze the organizational patterns, arguments, and positions advanced.
   3. Read independently. By grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

C. Develop literary response and analysis skills
   1. Read and respond to historically- or culturally-significant works of literature that reflect and enhance their studies.
   2. Conduct in-depth analyses of recurrent themes.

D. Develop writing skills in a variety of genres
   1. Write coherent and focused writings that convey a well-defined perspective and tightly-reasoned argument.
   2. Demonstrate awareness of the audience and purpose and progression through the stages of the writing process.
   3. Demonstrate a command of standard American English.
   4. Demonstrate an understanding of research, organizational, and drafting strategies.
E. Demonstrate listening and speaking skills
   1. Formulate adroit judgments about oral communication.
   2. Deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.
   3. Use gestures, tone, and vocabulary tailored to the audience and purpose.

II. Outline of Content for Major Areas of Study

Semester I
A. Reading
   1. Word Analysis, Fluency, and Systematic Vocabulary Development
      a. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning.
   2. Reading Comprehension (Focus on Informational Materials)
      a. Analyze the usage of patterns of organization, repetition of the main ideas, syntax, and word choice in a text.
      b. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
      c. Make assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
      d. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
      e. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

B. Literary Response and Analysis
   1. Analyze characteristics of sub genres, including satire, parody, and allegory that are used in poetry, prose, novels, short stories, essays, and other basic genres.
   2. Analyze the way in which the theme of a selection represents a view or comment on life, using textual evidence to support the claim.
   3. Analyze usage of irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes
   4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
   5. Contrast the major periods, themes, styles, and trends.
   6. Evaluate the philosophical, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

C. Writing
   1. Writing Strategies
a. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, and persuasive writing assignments.
b. Use point of view, characterization, style (e.g., use of irony).
c. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
d. Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
e. Use language in natural, fresh, and vivid ways to establish a specific tone.
f. Use systematic strategies to organize and record information
g. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

D. Writing Applications
1. Write fictional, autobiographical, or biographical narratives
2. Write responses to literature
3. Write expository essays
4. Write persuasive essays
5. Deliver multimedia presentations

E. Written and Oral English Language Conventions
1. Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
2. Review parts of speech
3. Review parts of a sentence
4. Review clauses
5. Review phrases
6. Produce legible work that shows accurate spelling and correct punctuation and capitalization. Practice through DOL/bell ringer exercises.
7. Reflect appropriate manuscript requirements in writing.
   a. Review MLA format: correct pagination, spacing, margins, and heading.
   b. Review parenthetical documentation
   c. Review works cited format

F. Listening and Speaking
1. Listening and Speaking Strategies
   a. Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
b. Distinguish between and use various forms of classical and contemporary logical arguments.

c. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

d. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

e. Use effective and interesting language.

f. Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

g. Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

h. Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

i. Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

G. Speaking Applications

1. Deliver oral responses to literature: student-led discussions and large and small group discussions

2. Deliver formal persuasive speeches

3. Deliver formal multimedia presentations

4. Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning

Semester II

A. Reading

1. Word Analysis, Fluency, and Systematic Vocabulary Development
   a) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning.

2. Reading Comprehension (Focus on Informational Materials)
   a. Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
   b. Analyze the usage of patterns of organization, repetition of the main ideas, syntax, and word choice in the text.
   c. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
d. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

e. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

f. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

3. Literary Response and Analysis
   a. Analyze characteristics of sub genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
   b. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
   c. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes.
   d. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
   e. Contrast the major period, themes, styles, and trends.
   f. Evaluate the philosophical, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

B. Writing
   1. Writing Strategies
      a. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository, reflective, or descriptive writing assignments.
      b. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
      c. Use language in natural, fresh, and vivid ways to establish a specific tone.
      d. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

   2. Writing Applications
      a. Write responses to literature
      b. Write reflective compositions
      c. Write job applications and resumes
      d. Deliver multimedia presentations

C. Written and Oral English Language Conventions
   1. Demonstrate control of grammar, diction, and sentence structure and an understanding of English usage.
      a. subject-verb agreement
b. verb tense consistency
c. pronoun case and reference
d. parallel structure
e. properly placed modifiers

2. Produce legible work that shows accurate spelling and correct punctuation and capitalization.
   a. semi-colons
   b. colons
   c. ellipses
   d. hyphens
   e. capitalization

D. Listening and Speaking
1. Listening and Speaking Strategies
   a. Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers
   b. Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
   c. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
   d. Use effective and interesting language.
   e. Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
   f. Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience. Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.

2. Speaking Applications
   a. Deliver reflective presentations
   b. Deliver oral reports on historical investigations
   c. Deliver oral responses to literature: student-led discussions and large and small group discussions
   d. Deliver formal multimedia presentations

II. Accountability Determinants
   a. Teacher-generated tests
   b. District-wide writing samples
   c. Department common finals
   d. Daily work assessments
   e. Projects and presentations

III. Required Texts

IV. Supplementary Literature – minimum of one selection per semester

Beowulf
Hamlet or Macbeth
1984
Pygmalion
Frankenstein