

Elizabethtown Area
School District
English Grade 12

Course Number: 132

Length of Course: 1 semester

Grade Level: 12 Required

Total Clock Hours: 120

Length of Period: 80 minutes

Date Written: Rvsd. 8/3/07

Periods per Week/Cycle: 5

Written By Chris Bradley, Michele Henry

Credits (if app.): 1

Course Description:

This course is designed for the student whose goals include attending a post-high school educational institution, either for two or four years, and/or entering the world of work. The course concentrates on British literature in its historical, social, and linguistic context. Chronologically organized, the course begins with the Old English work *Beowulf* and concludes with poetry that spans all literary periods. Particular emphasis is placed on investigating contributions of individual writers, such as Chaucer, Shakespeare, and Golding and on examining characteristics of literary periods, such as the Renaissance, the Romantic, and Victorian Periods. Within this framework, students further develop English skills: critical thinking, reading comprehension, vocabulary development, composition, and grammar. Other major components of this course are the senior research project and the graduation speech.

<p>Grade, Subject: Grade 12, English Language Arts: The Quest for Meaning and the Search for the Sacred</p>	
<p>Strand</p>	
<p>Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea: Establishing Identity through Culture and Family</p>	
<p>PA Core Standards: CC.1.2 Students read, understand, and respond to informational text. CC.1.3.11 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions. CC.1.4.11 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	
<p>Essential Questions: What is the Anglo-Saxon concept of a hero as depicted in Anglo-Saxon literature? What literary devices originated in Anglo-Saxon literature? How did the Anglo-Saxon language affect the evolution of modern English?</p>	<p>Understandings: Students will understand THAT... The Anglo-Saxon heroic concept was derived from battle. The Anglo-Saxons revered physical strength, courage, and bravery. Anglo-Saxon literature gave us alliteration, caesura, and the kenning. Anglo-Saxon words give modern English its power and simplicity.</p>
<p>Knowledge: ● Anglo-Saxon literary terms ● Characterization of the Anglo-Saxon hero ● Understanding tone and point of view * The importance of inference</p>	<p>Skills: ● Summarize, interpret, and analyze elements of fiction. ● Identify and use Anglo-Saxon poetic devices. ● Identify tone based on explicit and implicit information from the text. * Write an analysis using inferences.</p>

<p>Grade, Subject: Grade 12, English Language Arts – IDENTITY</p>	
<p>Strand Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea: Instilling a sense of identity through plot and characterization.</p>	
<p>PA Core Standards: CC1.3 Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did Shakespeare’s life and times affect his writing? • What is a sonnet? • What is a tragedy? • What literary devices does Shakespeare employ in his works? 	<p>Understandings: Students will understand THAT ...</p> <ul style="list-style-type: none"> • The Elizabethan Period is marked by an emphasis on, and appreciation for, the humanities. • Shakespeare was a prolific writer; Queen Elizabeth and King James I were patrons for his plays. • Shakespeare’s audiences grew to expect specific themes, character types, plot twists, and beautiful poetic language. • Sonnets were the primary form of poetry that Shakespeare produced. • The characteristics of a tragedy and the definition of an ideal tragic hero are integral in comprehending Shakespeare’s tragic works. • Figurative language, iambic pentameter, literary allusions, puns, connotation, dramatic foil, aside, and soliloquy are among the literary devices Shakespeare uses.
<p>Knowledge:</p> <ul style="list-style-type: none"> • Cultural facts and historical background for the Elizabethan Era • Literary devices and poetic terms of this era • The components of a tragedy, the characteristics of the tragic hero, and the ideal tragic hero 	<p>Skills:</p> <ul style="list-style-type: none"> • Identify and analyze poet’s purpose • Comprehension and analysis of Shakespearean text • Identify character types and characterization methods utilized by Elizabethan writers

<p>Grade, Subject: Grade 12, English Language Arts – MOTIVE/INTENT</p>	
<p>Strand Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea: Analyzing motive through plot and characterization.</p>	
<p>PA Core Standards: CC1.3 Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How was medieval literature driven by feudalism and the code of chivalry? • What is the medieval concept of the hero as depicted in medieval literature? • What literary devices originated in the Medieval Era? • How did the language change in the Medieval Era? 	<p>Understandings: Students will understand THAT . . .</p> <ul style="list-style-type: none"> • Feudalism was the social hierarchy of this era. • Chivalry was a code of ethical behavior for high-ranking members of this society, which is evident in medieval literature. • Students will recognize the evolution of the hero as a romantic figure in the literary works. • Literary devices, such as frame story, satire, archetype, and romantic hero will be explored. • Students will investigate how the language evolved from the Anglo-Saxon Age, especially in regard to the pervasive use of the vernacular and Middle English.
<p>Knowledge:</p> <ul style="list-style-type: none"> • Cultural facts and historical background for the Middle Ages • Poetic elements and other literary devices 	<p>Skills:</p> <ul style="list-style-type: none"> • Identify and analyze poet's purpose • Comprehension and analysis of medieval text • Identify character types and characterization methods

<p>Grade, Subject: Grade 12, English Language Arts: A Study in Civilization and Savagery</p>	
<p>Strand</p>	
<p>Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea: Understanding the competing impulses of civilization and savagery.</p>	
<p>PA Core Standards: CC.1.3.11-12B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11-12D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.4.11-12C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element building on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; included formatting when useful to aid comprehension.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What does it mean to be civilized? 2. When is restriction of freedom a good thing? 3. How does a society maintain order? Are laws necessary? 4. What makes an individual powerful? 5. How can a topic of interest be developed into one complete paper? 6. What are the essential elements of a graduation speech? 	<p>Understandings: Students will understand THAT ...</p> <ol style="list-style-type: none"> 1. The connotation of "civilized" means much more today than just "a group living in a city". It implies advancement of social and cultural order. 2. Laws protect general safety and protect citizens against abuses. 3. Coercive power is the ability to punish while personal power is derived from a particular type of knowledge. 4. Produce a research paper that synthesizes ideas from several sources and includes analysis of the topic. 5. Delivery and theme are essential elements of the graduation speech. <p>Skills:</p> <ul style="list-style-type: none"> ● Summarize, interpret, and analyze elements of fiction. ● Draw conclusions about tone based on setting. ● Find the best resources for a specific topic. ● Synthesize information and write one cohesive piece. ● Create a graduation speech which includes an inspirational message.
<p>Knowledge:</p> <ul style="list-style-type: none"> ● Types of government: democracy, communism, etc. ● Author's use of setting to determine tone and mood ● Differentiating between fact and opinion; differentiate between credible resources and unreliable resources. ● Elements of a research paper ● Elements of a graduation speech 	