

## **Grade 12 Honors – In the British Tradition**

### **Desired Student Outcomes and Performance Goals:**

#### **By the end of grade 12, Students will:**

- Demonstrate an understanding of literature and its function in society as it records history, reflects humanity, and connects to contemporary social issues.
- Produce a research paper on a contemporary issue related to literature.
- Produce critical literary essays illustrating insight and the ability to formulate original thought in response to literature.
- Read and employ literary criticism in their own analytical essays about literature
- Demonstrate the ability to critically analyze personal work and improve accordingly
- Demonstrate the application of personal, creative talents to interpret and connect with literature.
- Demonstrate proficiency in oral presentation and argument.
- Produce 2 Formal essays of 1500 words in length.
- Perform 1 informal and 1 formal oral analysis of works studied in class.

### **Course Content and Materials :**

This course is arranged in four parts for the purpose of focusing on specific aspects of works to be studied, and to insure that materials will be available for all students. These parts may be taught in any order – the order depends upon the teacher and the availability of resources

Teachers interested in promoting student independence may alternately decide to teach one work per marking period in-depth with the entire class in order to focus on the specific literary techniques and devices, and allow students to choose from

the specified lists for an additional 1 or 2 independent reading texts. Students may also choose their independent texts from the library collection.

The teacher will assign at least one formal critical literary essay for each part 1-4. Each of these essays should focus on an element of the literature being studied in class. Students must complete a minimum of three drafts of this essay. Student work will be maintained in a writing folder so that student progress may be evaluated based upon the school-wide rubric.

Additionally, students must be instructed in close-text analysis, integration of quotes into an essay, and literary terminology pertinent to the works being studied.

### **Internal Assessments**

Students are required to complete two formal essays on works in translation. Essay 1 must be a comparative analysis on two works studied 1000-1500 words. Essay 2 may be an essay on a single text not covered in internal assessment 1 1000-1500 words, or may be a creative response to a single text. If the creative option is exercised, the student must also include an explanation of intent.

### **Informal Oral Assessment:**

Students are required to complete an informal oral presentation at least 10 minutes in length regarding one of the works in Part 4.

### **Formal Oral:**

Students are required to complete a formal oral analysis of a piece of literature studied in class under parts 2 or 3. Students are to be given sealed envelopes containing passages approximately 40 lines long from works studied. Students are given 20 minutes to prepare the passage under supervised conditions and then are given 15 timed minutes to present orally in the presence of the teacher and the tape recorder.

## **Part 1: Fiction as Social Criticism**

Teachers interested in promoting student independence may alternately decide to teach two-three works per marking period in-depth with the entire class in order to focus on the specific literary techniques and devices, and allow students to choose additional independent reading texts from the specified lists. Students may also suggest alternate reading texts subject to teacher approval.

Fahrenheit 451 – Ray Bradbury

Brave New World – Aldous Huxley

1984 – George Orwell

The Handmaid's Tale – Margaret Atwood

The Stranger – Albert Camus

## **Part 2: Dysfunctional Family Dramas**

Teachers interested in promoting student independence may alternately decide to teach two-three works per marking period in-depth with the entire class in order to focus on the specific literary techniques and devices, and allow students to choose additional independent reading texts from the specified lists. Students may also suggest alternate reading texts subject to teacher approval.

Hamlet – William Shakespeare

The Taming of the Shrew – William Shakespeare

Blood Wedding – Federico Garcia Lorca

The Cherry Orchard – Anton Chekhov

A Doll's House – Henrik Ibsen

Ghosts – Henrik Ibsen

Riders to the Sea – John Synge

## **Part 3: An Introduction to Formal Poetics**

Teachers will instruct students in the following poetic forms: the sonnet, the villanelle, the sestina, the ballad, the ode, the elegy, and the parody. Additionally, students will be well versed in poetic devices. Students will engage in an indepth study of the following poets: Margaret Atwood, Seamus Heaney, and Robert Browning

## **Part 4: Family Matters**

Teachers interested in promoting student independence may alternately decide to teach two -three works per marking period in-depth with the entire class in order to focus on the specific literary techniques and devices, and allow students to choose additional independent reading texts from the specified lists. Students may also suggest alternate reading texts subject to teacher approval.

Chronicle of a Death Foretold –Gabriel Garcia Marquez

The House of the Spirits – Isabel Allende

Like Water for Chocolate – Laura Esquivel