

## **a-g ENGLISH 12A & B**

### **COURSE TITLE/ TRANSCRIPT CODE**

a-g English 12A 1E1004

a-g English 12B 1E1008

### **COURSE DESCRIPTION**

This 12th grade English course is mainly textbook based with online options. This course focuses on a survey of world literature spanning centuries. The student will develop an understanding of the universality of the human experience from stories, plays, novels, and poetry from authors around the world. This course is designed to teach students chronologically and geographically about world literature. Opportunities abound for students to compare literature and cultures as they integrate both reading and writing activities. The course begins with an exploration of the Ancient Middle East (3000 B.C.), moves through Ancient Greek and Roman literature, and moves to the literature of India, China, and Japan. Then the students move forward to the literature of Africa, the Middle East, Europe, and finally onto modern and contemporary world literature. Students will use higher level communication skills in reading, writing, speaking and listening as they complete activities within the course. Their 12th grade course of study should include, but not be limited to, the following: reading works of prominent authors from around the globe, the reading standards of building vocabulary, reading comprehension and analysis of themes in World Literature; the writing standards of strategies (organization and research techniques with a focus on a research paper) and applications (genres and their characteristics); the conventions grammar and composition; and the standards for listening and speaking. These standards can be viewed in full here: <http://www.cde.ca.gov/be/st/ss/enggrades11-12.asp>.

**PREREQUISITES:** English 11

**REQUIRED TEXTBOOK:** THE READER'S CHOICE, WORLD LITERATURE; CA edition; 2002; Glencoe McGraw-Hill

**SUPPLEMENTAL INSTRUCTIONAL MATERIALS:** In addition to working through the textbook, it is required that students read a minimum of 2 novels each semester (from list below or approved by Subject Matter Expert (SME)).

### **COURSE PURPOSE**

This English 12 course is mainly textbook based with online options. Focusing on a survey of world literature spanning centuries, the student will develop an understanding of the universality of the human experience from stories, plays, novels, and poetry from authors around the world. This course is designed to teach students chronologically and geographically about world literature. Opportunities abound for students to compare literature and cultures as they integrate both reading and writing activities. The course begins with an exploration of the Ancient Middle East (3000 B.C.), moves through Ancient Greek and Roman literature, and moves to the literature of India, China, and Japan. Then the students move forward to the literature of Africa, the Middle East, Europe, and finally onto modern and contemporary world literature. Students will use higher level communication skills in reading, writing, speaking and

listening as they complete activities within the course. Their 12th grade course of study should include, but not be limited to, the following: reading works of prominent authors from around the globe, the reading standards of building vocabulary, reading comprehension and analysis of themes in World Literature; the writing standards of strategies (organization and research techniques with a focus on a research paper) and applications (genres and their characteristics); the conventions grammar and composition; and the standards for listening and speaking. These standards can be viewed in full here: <http://www.cde.ca.gov/be/st/ss/enggrades11-12.asp>.

## **COURSE OUTLINE**

### **Unit 1: Africa**

Students begin their exploration of World Literature by focusing on the continent of Africa, reading creation myths, poems and folktales from the country's earliest inhabitants in the first part of the unit. In the second section, students survey the authors of modern Africa through the genres of narrative, historical fiction, and poetry. Throughout the unit students develop and review active reading strategies; perfect descriptive writing techniques by studying and emulating the historical narrative; recognize, assess, and practice grammar and vocabulary concepts like sentence fragments and analogies; and write and revise original compositions.

### **Unit 2: Ancient Greece and Rome**

In this unit, students survey classic literature selections from the textbook and suggested readings from Ancient Greece and Rome. They review the genres of epic, nonfiction, poetry, fable, and drama in their readings and practice organizing details in their narrative writing.

### **Unit 3: Southwest and South Central Asia**

Working through the unit themes of the different geographic areas of Asia, students examine ancient literature from sacred texts through modern works by Rau and Ashgar among other authors. They compare and contrast selections, summarize and interpret meanings from the literature and poetry read, and continue to augment their grammar skills through practice and persuasive writing. At the completion of the semester, students complete a cumulative paper or project.

### **Unit 4: East Asia and the Pacific**

Students survey the literature of East Asia and the Pacific through reading selections from Japanese, Chinese and Korean, Australian, Phillipino, and Vietnamese writers among others. They extend their knowledge of the short story and poetry and dissect the elements of East Asian and Pacific literature to distinguish their unique characteristics. They practice writing to improve their use of emphasis, compare and contrast selections read, and research background information on different Asian and Pacific authors and the countries they represent.

### **Unit 5: Europe**

Students will focus on the literature of early and modern Europe through a reading of selections in their textbook and from the list of suggested reading. They examine the elements of European literature through the ages, from Shakespeare to Solzhenitsyn. In writing they practice the techniques of expository writing with research papers, and work towards improving their use of effective language in

persuasive writing.

#### Unit 6: The Americas

In this unit, students investigate literature from Canada to South America by reading selections from the textbook and from the list of suggested readings that span all the genres they studied over this course (e.g. poetry, nonfiction, drama, etc.). They review literary terms learned over the course of study, practice effective conclusions in their writing, and explore what was happening historically in the countries of the authors read during this unit. They synthesize what they have learned throughout the course by completing a cumulative semester project.

**KEY ASSIGNMENTS** - For each unit, students will complete the following key assignments:

1. Informal assessments (including but not limited to discussion, written quizzes, etc.) with teachers during regular meetings.
2. End of chapter and end of unit questions from literature textbook (or Glencoe online assignments) which include short answer and essay questions that incorporate personal response and literature analysis.
3. Grammar assignments from grammar text which include practice questions and incorporation into students' writing.
4. Book reports on 4 literature selections (2 each semester) from approved list.
5. End of unit exams (from textbook), projects (approved by teacher), and/or papers (narrative, response to literature, persuasive essay, expository writing).
6. 2 semester-end culminating papers and/or projects (from list below or with prior approval from teacher and SME). Students will work together with the teacher to develop an appropriate rubric for assessment.  
Suggested culminating semester projects (ask Subject Matter Expert (SME) for alternate ideas):
  - 1. Student will write and illustrate a children's book for an elementary class at a feeder elementary school. (The audience could be any group that includes young children.) The story should revolve around a hero and his struggle against a "monster" or a difficult problem. The narrative should be composed in verse that imitates the style of one of the authors read this semester. Student will also consider the intended audience for the narratives and add visual images to the narrative to support the intended themes, add clarity to the narrative, and engage the intended readers/listeners. Finally, student will visit an elementary class (or other appropriate group) to read their narratives. After delivering the final product, student will provide reflective commentary on his/her participation in this process, on the resulting product, and its reception by the intended audience.
  - 2. To understand poetry written today, you need to recognize the contributions of the poets from the past. Select any poet you've read this semester. Research the poet. Not only do you need to find general information about this author, but more importantly you need to identify the major influences on the writer's life and works and major themes in the poet's work. These

influences may include education, family, socio-economic status, political ideals, religious beliefs, social concerns, etc. Using your research, write a brief biographical sketch with appropriate documentation of all the resources you use for the sketch. Then, select a poem written by this poet, one you have neither read nor discussed this semester, and follow the steps indicated to explicate your selection. Your final document will include a written product for each of these steps:

- Paraphrase the poem.
- Identify the characteristics of the speaker in the poem and of the intended audience, if apparent.
- Summarize, in one declarative sentence, the main argument in the poem.
- Photocopy the poem; highlight textual evidence (word choice, structure, figures of speech, tone, symbols, etc.) to support the argument you discerned in the poem.
- Annotate each highlighted word or phrase to explain how the evidence supports the argument.
- Prepare a chart or graphic to connect your poet's life to the poem you are explicating.
- Compose a 1-page, if typed, (2, if handwritten) documented expository essay, the purpose of which is to explain your selected poem to your audience—your ES.

Finally, briefly describe, in writing, what you have learned by researching your poet and explicating your poem. Explain what you might do differently if you were to do this assignment again. Staple your written products from steps 1-7 together with your biographical sketch and your reflection and submit for assessment.

- 3. For this assignment each student will select one novel or play read this semester and prepare a novel/play study guide and a 5-minute slide or other media presentation to accompany the study guide. Each study guide must include:

- Title page with title, author, publication information, as well as names of students in the reading circle and the date.
- Page with 1—brief description of the novel/play—content and form modeled on the kind of information you find on the inside flap of a book jacket; and 2—brief biographical note about the author/ playwright—content and form modeled on author information you find on the back flap of a book jacket.
- Page with list of most important major characters, along with succinct description of each character that is supported by textual evidence.
- Page with list of most important themes and/or underlying meanings justified by multiple instances of textual evidence.
- Page(s) with a minimum of 10 substantive, readers' guide questions—modeled on the kinds of questions you find prepared by publishers for book clubs; include answers to these questions and support the answers with textual evidence.
- Page with annotated bibliography of the three critical articles—annotations should include brief synopsis of major points of the article along with one significant, documented quotations from the article.

After study guides are complete, each student will compose an expository essay to demonstrate individual understanding of analysis and evaluation of the novel/ play.

- 4. Character Resume: Students will write a resume of one of the protagonists read this semester, outlining their abilities qualifying them in a job of the students choice (e.g. Don Quixote as tour guide).

The resume should exhibit the student's understanding of the character's development in the story. The resume should include:

- Education (this can include training by his family or "on-the-job training")
- Work Experience (battles, tests of courage, displays of bravery or honor, etc.)
- Skills (characteristics that he has displayed relevant to job choice)

Note: Sample resumes for students to refresh their memories can be found online at:

<http://www.collegerecruiter.com/pages/sampleresumesandcoverletters.html>.

#### - 5. The Medieval Bard

You are a medieval bard preparing to entertain a gathering of Medieval people. You must choose your audience and your task from the list below.

If your audience is the LOWER/PEASANT CLASS: Look in contemporary tabloid magazines or in a newspaper for a story that would be appropriate material for a modern ballad. Compose a narrative in ballad form as if you were a medieval traveling minstrel. Each student will write a reflective essay explaining how the ballad incorporates the traits of the Medieval period AND why they are appropriate for the intended audience.

If your audience is the RISING MIDDLE CLASS: Pick a member of contemporary middle class society (e.g. policeman, merchant, teacher, blue collar worker, doctor, etc). Find a news article about a person of that occupation. Compose a narrative description of this person, including mannerisms, dress, appearance, behaviors, creed, etc., modeled after the Chaucer's character descriptions in "The Prologue." Each student will write a brief reflective essay explaining how the narrative depicts both Medieval style and contemporary society AND why it is appropriate for the intended audience.

If your audience is the CLERGY: Select a current event to transform into a Medieval dramatic form such as a miracle play, a mystery play, or a morality play. Follow the conventions for this type of dramatic literature. After writing the play, each student will write a reflective essay to show how the dramatic work employs the characteristics of Medieval drama, depicts a current event, explains how the tale depicts both Medieval style and contemporary society AND why it is appropriate for the intended audience.

If your audience is the NOBILITY: Create a brief tale incorporating the traits of the medieval Romance. Include such elements as characterization, point of view, irony, imagery, symbolism, as well as a theme of courtly love or chivalry. Each student will write a reflective essay explaining how the tale incorporates the characteristics and themes of the Medieval period, depicts both Medieval style and contemporary society, AND why it is appropriate for the intended audience.

Upon completion of this task, student MAY present their ballads, narratives, plays, or tales to the ES.

#### - 6. What's Reality?

Student will choose a character either on a reality show today (i.e. American Idol, Survivor, Big Brother, Fear Factor, Trading Spouses, etc.) or a character based on a modern occupation in a modern television show (i.e. C.S.I., The Closer, Rescue Me, Over There, etc.) that is a parallel character to one read this semester. Remember that the modern character does not have to be the exact same occupation as the character read about, but would be a modern parallel (i.e. Knight = Soldier). Students will list characteristics of the modern parallel character as depicted in the television show. Students will complete a Venn Diagram that shows similarities and differences in the depictions of these parallel

characters. Use specific references to the texts (actual textual references from the story and descriptions from the television shows). Venn Diagrams can be found at these various URL's:  
[www.readwritethink.org/materials/venn/](http://www.readwritethink.org/materials/venn/)  
[http://www.eduplace.com/graphicorganizer/pdf/venn.](http://www.eduplace.com/graphicorganizer/pdf/venn)

- 7. For this assignment each student will select one novel or play read this semester and prepare a novel/play study guide and a 5-minute slide or other media presentation to accompany the study guide  
Each study guide must include:

- Title page with title, author, publication information, as well as names of students in the reading circle and the date.
- Page with 1—brief description of the novel/play—content and form modeled on the kind of information you find on the inside flap of a book jacket; and 2—brief biographical note about the author/ playwright—content and form modeled on author information you find on the back flap of a book jacket.
- Page with list of most important major characters, along with succinct description of each character that is supported by textual evidence.
- Page with list of most important themes and/or underlying meanings justified by multiple instances of textual evidence.
- Page(s) with a minimum of 10 substantive, readers' guide questions—modeled on the kinds of questions you find prepared by publishers for book clubs; include answers to these questions and support the answers with textual evidence.
- Page with annotated bibliography of the three critical articles—annotations should include brief synopsis of major points of the article along with one significant, documented quotations from the article.

After study guides are complete, each student will compose an expository essay to demonstrate individual understanding of analysis and evaluation of the novel/play.

#### Extra Credit Options & Assignment Suggestions:

Completing one well-done assignment for extra credit will bump student's grade up one level (e.g. from a B- to a B, from a D+ to a C-, etc.) Students may complete more than one extra credit assignment.

1. Students will write a three to five page biographical essay on at least five different authors representing different countries using the social and political climate of their time period. They need to explain how this influenced their work with an in-depth analysis of recurrent patterns and themes.
2. Choose a Greek god/goddess/hero or Greek myth and research this topic. Research should focus on the birth stories, personal attributes, famous stories, death stories, and references to the myth in vocabulary and modern literature; students should cite source information to avoid plagiarism. Student will write a 1-page, well-organized, expository essay that focuses on pertinent information and exhibits appropriate use of Standard English and manuscript form. Product should also include a 2-D or 3-D visual representation of the myth and a list of resources prepared using an appropriate style sheet.
3. Select a short story and write an essay analyzing how voice and persona affect characterization, tone, and plot citing examples throughout the piece.
4. Discuss the similarities between a character read this semester and events that have occurred in your own life. Think about the different choices they made and how it relates to the choices you've made.

5. Write a persuasive speech on a political topic that one of the authors you read might support by citing supportive details.
6. Write a small newspaper column using publishing software and a graphic's program not more than two to four pages in length.
7. Write an essay on one of the novels read this semester comparing and contrasting how it may have been portrayed if it were written in the setting of the present day.
8. Select one of the novels read this semester that has been made into a movie and compare and contrast the two pieces of work.
9. Write your own short story incorporating dialogue, suspense, and figurative language.
10. Present a persuasive speech on a topic discussed and decided with your ES. Use graphics in your presentation.
11. Memorize a speech, poem, soliloquy, etc. and present it to your ES.

### **INSTRUCTIONAL METHODS AND/OR STRATEGIES**

Instructional methods include, but are not limited to, the following:

Direct Instruction

Teacher demonstration

Lecture

Guided practice

Multimedia presentation

Student-directed personal study

Student presentations

Regular access to Subject Matter Expert (SME)

### **ASSESSMENT METHODS AND/OR TOOLS**

Methods by which student progress is assessed will be through a variety and/or combination of methods.

The methods available include, but are not limited to, the following:

Monthly review of work by education specialist (credentialed teacher),

Portfolios

Parent facilitator and education specialist observation

Student demonstrations

Student grades

Student work samples

Written Examinations

Research Projects

Regular access to Subject Matter Expert (SME)

### **READING REQUIREMENTS**

A wide variety of genre are represented in the required textbook.

In addition to the selections in their textbook, students are required to read and complete report books on 4 Novels from around the world:

The following are suggested selections (other titles need to be preapproved by a Subject Matter Expert (SME):

THINGS FALL APART - Achebe  
THE JOYS OF MOTHERHOOD - Emecheta  
HOUSE OF THE SPIRITS - Allende  
\*\*ONE DAY IN THE LIFE OF IVAN DENISOVICH - Solzhenitsyn  
ONE HUNDRED YEARS OF SOLITUDE - Garcia Marquez  
THE TIN DRUM - Grass  
DOCTOR ZHIVAGO -- Pasternak  
THE DIVINE COMEDY - Dante  
THE ILLIAD - Homer  
THE ODYSSEY - Homer  
THE AENEID - Virgil  
ANTIGONE - Sophocles  
THE REPUBLIC - Plato  
\*\*JULIUS CAESAR - Shakespeare  
DON QUIXOTE - Cervantes  
CRIME AND PUNISHMENT - Dostoevsky  
WAR AND PEACE - Tolstoy  
UPANISHADS  
I CHING  
BHAGAVAD GITA  
CRY THE BELOVED COUNTRY - Paton  
KAFFIR BOY - Mathabane  
\*\*NIGHT - Elie Weisel  
THE GOD OF SMALL THINGS - Roy  
\*\*NECTAR IN A SIEVE - Markandaya  
\*\*FAR FROM THE BAMBOO GROVE - Watkins  
(Novels with \*\* have a Glencoe Literature Study Guide to accompany the reading).

### **WRITING ASSIGNMENTS**

Writing assignments for this course of study should include, but not be limited to:

1. 4 Book reports (2 each semester) in essay form that summarize, analyze, and critique selections read.
2. Journal and free writing, as well as written answers to end-of-selection and end-of-unit questions in the textbook.

Sample assignments from "Night of Sine" by Leopold Sedar Senghor; Unit 1, follow:

- (Reading Journal) Leopold Sedar Senghor's true love in "Night of Sine" is the land, his country, his home. He paints a word picture of a place in all its beauty and complexity. As you read, note the images Senghor associates with Senegal.

- Focus on one passage. Analyze the relationship between the effect of the passage and the techniques the poet used.

3. School-wide writing assessment to focus on a different type of writing every year.

4. Culminating paper at the end of the semester. (described in Key Assignments)

5. Informal quizzes and communication (e.g. email, online assessments) with teacher throughout the course of study.

6. Various research papers and expository writing assignments.

An example of a text-based writing sample follows: "The pyramids and other royal tombs of the Egyptians have always exerted a fascination over the minds of observers. Yet they are more than treasure houses of gold and silver. In any case, almost all such things were stolen long ago; there were tomb thieves even in the pharaoh's days. The funerary monuments of ancient Egypt testify to the deep belief in an immortal after life. Research and write a report on Egyptian funeral customs and beliefs (you may focus on particular topics such as particular sites, such as the Valley of the Kings to surviving religious documents, such as the Pyramid Texts."