

CCS COURSE MAP

SUBJECT: WESTERN LITERATURE

GRADE LEVEL 11
COURSE LENGTH Semester

REVIEWED 2018-2019

Student Goals:

I	To think critically while evaluating and developing arguments.
II	To communicate thinking effectively in writing and speaking.
III	To analyze and evaluate authors' purpose and worldview.

Student Outcomes:

I	The students will be able to use traditional grammar, standard usage, and mechanics.
II	The students will be able to use the writing process to write effectively in several academic genres.
III	The students will be able to apply literary terms as they analyze literature from a Christian worldview.

UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Unit 1: The Victorian Age (9 weeks)	RL11.4.1.1 RL11.4.2.2 RL11.4.3.3 RL11.4.4.4 RL11.4.5.5 RL11.4.6.6 RL11.4.7.7 RL11.4.10.10 RI11.5.1.1 RI11.5.2.2 RI11.5.3.3 RI11.5.7.7 RI11.5.10.10 W11.7.1.1 W11.7.2.2 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7	1. Understand the philosophical and historical contexts of Romantic, Victorian, and Gothic literary movements. 2. Perform a close reading of how the author uses diction, tone, and figurative language to communicate theme. 3. Compare and contrast how Romantic and Victorian themes are portrayed in different genres. 4. Identify and find examples of literary	1. Give a survey asking students to explain their level of agreement with Romantic sentiments. 2. Evaluate the most Romantic lines in Wordsworth's "Innisfree" and "Tables Turned." 3. Write a paragraph about Romantic elements found in chapters 1-4 of <i>Jane Eyre</i> . 4. Explain connections between Browning's "Cry of the Children" and chapters 5-8 of <i>Jane Eyre</i> . 5. Write a paragraph about how Helen is a foil of Jane. 6. Keep a journal or blog of text evidence relating to a theme of <i>Jane Eyre</i> . 7. Cite text evidence to explain how <i>Jane Eyre</i> is a Gothic text.	<i>Wordly Wise</i> 11 Shmoop AP Literature curriculum <i>Jane Eyre</i> by Charlotte Bronte <i>The Importance of Being Earnest</i> by Oscar Wilde <i>How to Read Literature like a Professor</i> by Thomas Foster Several Romantic and Victorian poems Informational articles from websites about Romanticism and	1. How do Tennyson's "In Memoriam" and Arnold's "Dover Beach" reveal the poets' struggle with questions of faith? 2. Where does Jane Eyre struggle with questions of faith, and how does she eventually answer them? 3. What does <i>Jane Eyre</i> suggest about the character of God? 4. How does Wilde critique religion in

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<p>W11.7.8.8 W11.7.9.9 W11.7.10.10 SL11.9.1.1 SL11.9.2.2 SL11.9.3.3 SL11.9.4.4 SL11.9.5.5 SL11.9.6.6 SL11.9.7.7 SL11.9.8.8 L11.11.1.1 L11.11.2.2 L11.11.3.3 L11.11.4.4 L11.11.5.5 L11.11.6.6</p>	<p>devices such as irony, motif, symbolism, foil, satire, and Bildungsroman. 5. Trace the development of character and theme throughout an extended literary work. 6. Compare and contrast how authors in different genres address similar topics and themes. 7. Evaluate web sites for bias and credibility. 8. Write literary analysis essays that successfully cite and explain textual evidence to develop a clear and unified thesis and explain how the author uses literary devices to accomplish his or her purpose. 9. Write a research-based argument essay citing at least two sources, developing at least two reasons for their position, and</p>	<p>8. Do a close reading of the proposal scene and Chapter 27 and chart evidence of Jane’s values and problems in her relationship with Rochester. 9. Write a literary analysis essay about a theme of <i>Jane Eyre</i> or how her values were honored in her final choice. 10. Write an argument essay on a current events topic of their choice. 11. Explain the types of irony Wilde employed. 12. Write a compare and contrast essay describing at least three aspects of British society that Wilde satirized and comparing how Wilde portrayed them with the way Bronte portrayed them in <i>Jane Eyre</i>. 13. Study 7-8 works a week for a weekly vocabulary assessment. 14. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies</p>	<p>aspects of Victorian life <i>Upfront</i> magazine</p>	<p>Victorian times? Are his critiques a threat to true faith?</p>
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		answering a counterargument. 10. Expand academic vocabulary through explicit instruction.			
Unit 2: Plato Meets Shakespeare (9 weeks)	RL11.4.1.1 RL11.4.2.2 RL11.4.3.3 RL11.4.4.4 RL11.4.5.5 RL11.4.6.6 RL11.4.7.7 RL11.4.10.10 RI11.5.1.1 RI11.5.2.2 RI11.5.3.3 RI11.5.7.7 RI11.5.10.10 W11.7.1.1 W11.7.2.2 W11.7.3.3 W11.7.4.4 W11.7.5.5 W11.7.6.6 W11.7.7.7 W11.7.8.8 W11.7.9.9 W11.7.10.10	1. Explain how literature is a product of the society that produced it. 2. Compare how texts from different time periods and genres address common themes. 3. Track a literary motif and how it influences the theme of a work. 4. Create a multimedia presentation to present research findings. 5. Evaluate the effect of a work of literature on contemporary authors and artists. 6. Identify the characteristics of tragedy and the extent	1. Research the purpose and conventions of theater in ancient Greece. 2. Compare the view of a power and responsibility presented in <i>Oedipus</i> with the one presented in Tennyson's "Ulysses." 3. Contrast the ancient Greek values presented in <i>Oedipus</i> with Victorian ones presented in Ulysses. 4. Compare Plato's use of the sight motif and the responsibility of those who "see" to Sophocles'. 5. Create a multimedia presentation explaining how <i>Oedipus Rex</i> has influenced art, poetry, and psychology. 6. Compare how fate is symbolized in <i>Oedipus</i> with how it is symbolized in two famous poems. 7. Evaluate the extent to which Oedipus is Aristotle's tragic hero. 8. Compare the use of the chorus in Oedipus and in Shirley Jackson's "The Lottery."	Wordly Wise 11 Shmoop AP Literature curriculum <i>How to Read Literature like a Professor</i> by Thomas Foster The article "Theatrical Conventions of Greek Drama" from the <i>Bedford Anthology</i> "The Allegory of the Cave" by Plato "Ulysses" by Tennyson "Chess" by Jorge Luis Borges <i>The Rubaiyat of Omar Khayyam</i> Excerpts from <i>The</i>	

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<p>SL11.9.1.1 SL11.9.2.2 SL11.9.3.3 SL11.9.4.4 SL11.9.5.5 SL11.9.6.6 SL11.9.7.7 SL11.9.8.8 L11.11.1.1 L11.11.2.2 L11.11.3.3 L11.11.4.4 L11.11.5.5 L11.11.6.6</p>	<p>to which a work fits the tragic model. 7. Write literary analysis essays evaluating how an author uses literary devices to accomplish his purpose. 8. Evaluate web sites for bias and credibility. 9. Write a research-based argument essay citing at least two sources, developing at least two reasons for their position, and answering a counterargument. 10. Expand academic vocabulary through explicit instruction.</p>	<p>9. Write a literary analysis essay about how Sophocles uses a symbol in <i>Oedipus</i>. 10. Write a diary entry from Hamlet’s point of view explaining how the events of the first three scenes have affected him. 11. Illustrate the relationships between characters in Hamlet. 12. Do a close reading of all Hamlet’s major soliloquies. 13. Modernize the dialogue between Hamlet and Ophelia. 14. Write a dialogue in the style of Margaret Atwood in which Ophelia responds to how she was treated. 15. Write an essay about a theme in <i>Hamlet</i> or how it fits Aristotle’s definition of a tragedy. 16. Write an argument essay on a current events topic of their choice. 17. Study 7-8 works a week for a weekly vocabulary assessment. 18. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies.</p>	<p><i>Poetics</i> by Aristotle “The Lottery” by Shirley Jackson <i>Oedipus Rex</i> by Sophocles <i>Hamlet</i> by William Shakespeare “Gertrude Talks Back” by Margaret Atwood</p>
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