CCS COURSE MAP
SUBJECT: BRITISH LITERATURE

GRADE LEVEL 12
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: Love and Vengeance (9 weeks)	RL12.4.1.1 RL12.4.2.2 RL12.4.3.3 RL12.4.4.4 RL12.4.5.5 RL12.4.6.6 RL12.4.7.7 RL12.4.10.10 RI12.5.1.1 RI12.5.2.2 RI12.5.3.3 RI12.5.7.7 RI12.5.10.10 W12.7.1.1 W12.7.2.2 W12.7.4.4 W12.7.5.5 W12.7.6.6 W12.7.7.7	1. Use cause and effect to analyze the sequence of events in a novel and drama. 2. Read closely to identify and evaluate text evidence having to do with theme or motif. 3. Compare and contrast texts from different genres. 4. Analyze literary devices of foils, irony, symbolism, motif, and archetype. 5. Distinguish between static and dynamic characters	1. Keep a journal or blog of text evidence related to one theme/motif and one character in *Wuthering Heights.* 2. Write several paragraphs about how the author uses the motif of illness in WH. 3. Compare and contrast the poem "Remembrance" with the plot of WH. 4. Prepare the script of a press conference identifying which WH character is an archetypal "vampire." 5. Take comprehension quizzes on every four chapters of WH. 6. Write a paragraph analyzing the use of one foil in WH. 7. Write several paragraphs about the motif of meals in WH. 8. Create a scrapbook, Prezi, or Powerpoint tracing the development of	Wordly Wise 12 Shmoop British Literature curriculum *Wuthering Heights* by Emily Bronte "Remembrance" by Emily Bronte *Othello* by William Shakespeare Aristotle's *Poetics*	How does the portrayal of jealousy in these two texts compare with a Biblical portrayal of jealousy? How do these two texts portray a Biblical view of the power of forgiveness and the dangers of vengeance?

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	W12.7.8.8 W12.7.9.9 W12.7.10.10 SL12.9.1.1 SL12.9.2.2 SL12.9.3.3 SL12.9.4.4 SL12.9.5.5 SL12.9.6.6 SL12.9.7.7 SL12.9.8.8 L12.11.1.1 L12.11.2.2 L12.11.3.3 L12.11.4.4 L12.11.5.5 L12.11.6.6	and how they contribute to plot and theme. 6. Rewrite texts from alternate points of view. 7. Use text evidence to identify character motive. 8. Explain how a theme develops throughout a text. 9. Apply concepts from literary criticism to evaluate characters. 10. Understand the philosophical and historical contexts of Romantic, Victorian, and Gothic literary movements. 11. Evaluate web sites for bias and credibility. 12. Write a research-based argument essay citing at least two sources, developing at least two reasons for their position, and answering a counterargument. 13. Expand academic	one symbol in WH. 9. Write an essay analyzing the impact of one static or dynamic character in WH. 10. Write a blog post from the point of view of Brabantio or Othello reflecting on the events of Act 1. 11. Analyze text evidence to determine Iago's motive in hating Othello. 12. Evaluate cause and effect to determine Iago's influence on four other characters. 13. Analyze the symbolism and significance of the handkerchief to four characters in *Othello*. 14. Write diary entries from the perspectives of Desdemona and Emilia. 15. Write relationship advice for the two married couples using text evidence. 16. Identify the use and function of three kinds of irony in *Othello*. 17. Write a literary analysis essay explaining why Othello is a tragic hero. 18. Write an essay comparing and contrasting the theme of jealousy in *WH* and *Othello*. 19. Write an argument essay on a current events topic of their choice. 20. Study 7-8 works a week for a weekly vocabulary assessment. 21. Complete vocabulary activities analyzing synonyms and antonyms, word		

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		vocabulary through explicit instruction.	parts and etymology, morphology, and analogies.		
Unit 2: Dystopias Real and Imagined (9 weeks)	RL12.4.1.1 RL12.4.2.2 RL12.4.3.3 RL12.4.4.4 RL12.4.5.5 RL12.4.6.6 RL12.4.7.7 RL12.4.10.10 RI12.5.1.1 RI12.5.2.2 RI12.5.3.3 RI12.5.7.7 RI12.5.10.10 W12.7.1.1 W12.7.2.2 W12.7.4.4 W12.7.5.5 W12.7.6.6 W12.7.7.7 W12.7.8.8 W12.7.9.9 W12.7.10.10 SL12.9.1.1	1. Analyze primary sources for evidence of bias. 2. Evaluate techniques used to affect an audience in visual media. 3. Compare and contrast how texts from different genres address similar themes. 4. Explain the impact of setting on character and plot. 5. Write literary scenes from different points of view. 6. Analyze the impact of author's purpose on a text. 7. Trace the development of a theme using text	1. Analyze WWII propaganda posters and compare them to propaganda used in *1984*. 2. Rewrite a contemporary news article using Newspeak and reflect on the process. 3. Compare life in modern-day Burma to life in Oceania. 4. Illustrate and evaluate the significance of one setting in *1984* using text evidence. 5. Write a government memo describing Winston and Julia's arrest. 6. Write a sequel continuing in the dystopian style of *1984*. 7. Keep a journal of text evidence describing one way people are controlled in 1984 and in China during the Cultural Revolution. Analyze how the methods of control are similar and different. 8. Write a compare and contrast essay explaining why Fan Shen succeeded where Winston failed based on personal	Wordly Wise 12 Shmoop British Literature curriculum *1984* by George Orwell *Gang of One* by Fan Shen	How do both of these texts portray the dangers of worshipping man rather than God? What does the Bible have to say about the corrupting influences of power and greed? How do both of these texts show what happens when faith is removed from society? How does Fan Shen's encounter with a person of faith change him?

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	SL12.9.2.2 SL12.9.3.3 SL12.9.4.4 SL12.9.5.5 SL12.9.6.6 SL12.9.7.7 SL12.9.8.8 L12.11.1.1 L12.11.2.2 L12.11.3.3 L12.11.4.4 L12.11.5.5 L12.11.6.6	evidence. 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.	characteristics, societal characteristics, and author's purpose. 9. Write a current events essay on a topic of their choice. 10. Study 7-8 works a week for a weekly vocabulary assessment. 11. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies		