



**Independent School District of Boise City**

**English 12: Course Overview**

The course is presented in chronological, cultural, or thematic formats, using various genres of world literature and focusing on language and literature as reflective of the human experience through the ages. Students will explore the historical and cultural currents and events that have influenced cultural evolution on a worldwide scale. Writing and composition instruction is an ongoing aspect of the coursework, integrated with the instructional units presented. Students will expand writing abilities in all major forms of discourse.

**Adopted Text:** Applebee, Arthur N., et al., eds. *The Language of Literature: World Literature*. Evanston, IL: McDougal, 2006.

**English 12: Course Scope and Sequence, Semester One**

**First Quarter Writing Assignment—Personal Narrative (text 150)**

<b>Essential Learning</b>	<b>Applications</b>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Understand the use of first person point of view in narrative writing</li> <li>• Apply vivid imagery and specific detail</li> <li>• Review MLA format</li> </ul>	<ul style="list-style-type: none"> <li>• Use prompts from the Common Application for university entrance. Students type a 500-word narrative in response to one prompt.</li> <li>• Read memoir selections. Students write a 500 word minimum about a life-changing event.</li> <li>• Read a short story or play. Write a narrative as a character reflecting on a particular event in the work.</li> </ul>

**Second Quarter Writing Assignment—Literary Analysis**

<b>Essential Learning</b>	<b>Applications</b>
<p><b>Writing:</b></p> <p>Review conventions of academic composition and MLA format (font, margins, etc.):</p> <ul style="list-style-type: none"> <li>• thesis statement</li> <li>• concrete details</li> <li>• commentary</li> <li>• third person</li> <li>• present tense verbs and sentence variety</li> <li>• parenthetical citations</li> <li>• works cited</li> </ul>	<ul style="list-style-type: none"> <li>• Type a 2-3 page character analysis using Shakespeare's <i>Macbeth</i></li> <li>• Type a 3-4 page literary analysis focusing on a significant object in <i>One Day in the Life of Ivan Denisovich</i>.</li> <li>• Type a 6-8 page analysis discussing how setting affects the storyline of novels from two different countries.</li> </ul>

<b>Semester One: Essential Literary Devices</b>		
allegory alliteration allusion archetypes conflict connotation denotation dramatic irony epiphany figurative language foreshadowing hubris	imagery metaphor mood personification plot simile soliloquy symbolism theme tone tragic flaw tragic hero	
<b>Unit One: Literary Traditions</b>		
<b>Essential Concepts</b>	<b>Applications</b>	<b>Suggested Readings</b>
<p><b>Ancient Literature:</b></p> <ul style="list-style-type: none"> <li>• myth</li> <li>• epic</li> <li>• didactic teachings</li> <li>• sacred texts</li> </ul> <p>Compare cultural values and traditions in consideration of their historical, cultural, and literary contexts</p> <p>Universal themes of the human condition, topics could include:</p> <ul style="list-style-type: none"> <li>• Cultural traditions and values</li> <li>• Hero’s journey</li> <li>• Descent into underworld</li> <li>• Individuals and the need for acceptance</li> <li>• Men, women, and love</li> <li>• Quest for understanding</li> <li>• What happens after death</li> <li>• Passages and transformations</li> </ul>	<ul style="list-style-type: none"> <li>• watch the History Channel’s <i>Star Wars: The Legacy Revealed</i> to review archetype</li> </ul>	<p><b>From Adopted Text:</b></p> <p><b>Epic</b></p> <ul style="list-style-type: none"> <li>• <i>Sundiata</i> (632)</li> <li>• <i>The Iliad</i> (182-222)</li> <li>• <i>Mahabharata</i> (122)</li> <li>• <i>Ramayana</i> (130)</li> <li>• <i>Epic of Gilgamesh</i> (32-47)</li> <li>• <i>Aeneid</i> (356)</li> <li>• <i>Inferno</i> (736)</li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>• <i>Beowulf</i></li> <li>• <i>The Odyssey</i></li> <li>• <i>Inferno</i></li> </ul> <p><b>Sacred Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Book of the Dead</i> (50)</li> <li>• Hebrew: Genesis (62-75)</li> <li>• <i>Rig Veda</i> (114)</li> <li>• <i>The Koran</i> (576)</li> </ul> <p><b>Myth</b></p> <ul style="list-style-type: none"> <li>• <i>How the World was Created from a Drop of Milk</i> (624)</li> <li>• <i>Popol Vuh</i> (76)</li> <li>• Trickster Tales (text 650)</li> </ul> <p><b>Supplemental:</b></p> <p>“The Trojan War,” Edith Hamilton’s <i>Mythology</i></p>

<b>archetypes (text 31)</b> <ul style="list-style-type: none"> <li>• characters</li> <li>• plot patterns</li> </ul> symbols		<b>Didactic Literature</b> <ul style="list-style-type: none"> <li>• Praise Songs (644)</li> <li>• Proverbs (665)</li> <li>• <i>Analects</i> (434)</li> <li>• <i>The Parable of the Prodigal Son</i> (98)</li> <li>• <i>Zen Teachings</i> (512)</li> <li>• <i>Zen Parables</i> (514)</li> </ul>
<b>Semester One, Unit Two: Tragedy and Consequences</b>		
<b>Essential Concepts</b>	<b>Applications</b>	<b>Suggested Readings</b>
<p>Continuation of cultural comparisons and universal themes listed in Unit One</p> <p>Review conventions of tragedy:</p> <ul style="list-style-type: none"> <li>• Tragic hero</li> <li>• Hubris</li> <li>• Tragic flaw</li> </ul>	<ul style="list-style-type: none"> <li>• Show PBS documentary <i>In Search of Shakespeare</i> to review history and works</li> <li>• Review historical context and Shakespearean conventions using textbook ( 812, 817, and 818)</li> <li>• <i>Renaissance Man</i> (movie)</li> </ul>	<p><b>From Adopted Text:</b></p> <ul style="list-style-type: none"> <li>• Goethe: <i>Faust</i> (880)</li> <li>• Sophocles: <i>Oedipus the King</i> (262)</li> <li>• Tolstoy: “How Much Land Does a Man Need” (958)</li> </ul> <p><b>Supplemental:</b>  <b>From Prentice Hall’s <i>Literature: World Masterpieces</i></b></p> <ul style="list-style-type: none"> <li>• Sembene: “Tribal Scars” (1390)</li> <li>• Milton: excerpt from <i>Paradise Lost</i> (814)</li> <li>• Narayan: “An Astrologer’s Day” (1410)</li> <li>• Gogol: “The Overcoat” (922)</li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>• Any Shakespearean tragedy</li> <li>• Achebe: <i>Things Fall Apart</i></li> <li>• Stoppard: <i>Rosencrantz and Guildenstern are Dead</i></li> <li>• Bronte: <i>Wuthering Heights</i></li> <li>• Conrad: <i>Heart of Darkness</i></li> <li>• Huxley: <i>Brave New World</i></li> <li>• Shelley: <i>Frankenstein</i></li> <li>• Solzhenitsyn: <i>A Day in the Life of Ivan Denisovich</i></li> </ul> <p>Contemporary Global Novels (global reading list available on Borah High library website)</p>

**English 12: Course Scope and Sequence, Semester Two**

**Third Quarter Writing Assignment: Persuasive research paper**

Essential Concepts	Applications	Suggested Resources
<p><b>Writing:</b>            Elements of research process:</p> <ul style="list-style-type: none"> <li>● locating and evaluating sources               <ul style="list-style-type: none"> <li>○ validity</li> <li>○ credibility</li> <li>○ availability</li> </ul> </li> <li>● key word search</li> <li>● note-taking strategies and citations using MLA documentation:               <ul style="list-style-type: none"> <li>○ paraphrasing</li> <li>○ summarizing</li> <li>○ quoting</li> </ul> </li> <li>● MLA formatting</li> </ul> <p>Editing and grammar usage:</p> <ul style="list-style-type: none"> <li>● fragment</li> <li>● semicolon</li> <li>● comma splice</li> <li>● quote setup</li> </ul> <p>Elements of writing process:            Prewriting:</p> <ul style="list-style-type: none"> <li>● formulation of arguable and provable thesis</li> <li>● outlining</li> </ul> <p>Drafting:</p> <ul style="list-style-type: none"> <li>● thesis statement</li> <li>● claim/topic sentence</li> <li>● evidence</li> <li>● commentary/analysis</li> <li>● integration of cited materials</li> <li>● commentary which reflects analysis of research</li> <li>● works cited</li> <li>● apply third person objective voice in formal academic writing</li> </ul>		<p><b>Books:</b></p> <p>Ballenger: <i>The Curious Researcher</i></p> <p><i>MLA Handbook</i>, Seventh Edition</p> <p><i>Writer's Inc.</i></p> <p><b>Websites:</b></p> <p>owl.english.purdue.edu</p> <p>dianahacker.com</p> <p>Borah high school library websites</p>

<b>Fourth Quarter Writing Assignment: Compare/Contrast essay</b>		
<b>Essential Concepts</b>	<b>Application</b>	<b>Suggested Resources</b>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>review all essential writing concepts</li> <li>organizational strategies for compare/contrast</li> </ul>	<ul style="list-style-type: none"> <li>Type a 3-4 page essay comparing and contrasting several semester works through a single theme</li> </ul>	<p><b>Books:</b></p> <p><b>Websites:</b>  <a href="http://www.writing.ku.edu/students/guides/compare.shtml">www.writing.ku.edu/students/guides/compare.shtml</a></p>
<b>Semester Two: Essential Literary Devices</b>		
<ul style="list-style-type: none"> <li>allusion</li> <li>characterization</li> <li>conflict</li> <li>epiphany</li> <li>irony</li> <li>metaphor</li> <li>mood</li> <li>point of view</li> <li>setting</li> <li>simile</li> <li>theme</li> <li>tone</li> </ul>		
<b>Essential Concepts</b>	<b>Applications</b>	<b>Suggested Resources</b>
<p>Identify and recognize characteristics of:</p> <ul style="list-style-type: none"> <li>Magical realism (1344)</li> <li>Surrealism (Prentice Hall's <i>Literature: World Masterpieces</i> 1249)</li> <li>Existentialism (Prentice Hall's <i>Literature: World Masterpieces</i> 1273)</li> <li>Theater of the absurd (see District Literary Elements)</li> </ul>	<ul style="list-style-type: none"> <li>Show the film <i>Big Fish</i> in order to discuss the nature of story and its ties to exaggeration and magical realism</li> </ul>	<p><b>From Adopted Text:</b></p> <ul style="list-style-type: none"> <li>Kafka: <i>Metamorphosis</i> (1108)</li> <li>Camus: "The Guest" (1246)</li> <li>Maupassant: "A Piece of String" (944)</li> <li>Pirandello: "War" (1206)</li> <li>Tolstoy: "How Much Land Does a Man Need" (958)</li> <li>Tolstoy: "What Men Lived By" (976)</li> <li>Ibsen: <i>A Doll's House</i> (1018)</li> <li>Woolf: "Professions for Women" (1156)</li> </ul>

**Supplemental:**  
**From Prentice Hall's**  
*Literature: World*  
*Masterpieces*

- Camus: "The Myth Of Sisyphus" (1272)
- Gogol: "The Overcoat" (922)
- "Two Friends" (914)
- Chekhov: "The Bet" (959)

**Novels**

- Camus: *The Plague*
- Camus: *The Stranger*
- Huxley: *Brave New World*
- James: *Turn of the Screw*
- Joyce: *Portrait of the Artist as a Young Man*
- Morrison: *Beloved*
- Orwell: *1984*
- Remarque: *All Quiet on the Western Front*
- Solzhenitsyn: *One Day in the Life of Ivan Denisovich*
- Turgenev: *Fathers and Sons*

**Drama**

- Beckett: *Waiting for Godot*
- Ionesco: *Rhinoceros*
- Sartre: *No Exit*
- Stoppard: *Rosencrantz and Guildenstern are Dead*
- Ionesco: "Rhinoceros"

Semester Two, Unit Three: Globalization		
Essential	Application	Suggested Readings
<p>Compare cultural values and traditions in consideration of their historical, cultural, and literary contexts.</p> <p>Recognize archetypal similarities from culture to culture.</p> <p>Demonstrate ability to interpret a piece of literature</p> <p>Demonstrate ability to explain and support a personal interpretation of a piece of literature</p>	<ul style="list-style-type: none"> <li>• Read a work (<i>In the Pond</i>) or short story (“Woman from New York”) by Chinese writer Ha Jin. Watch the Frontline documentary <i>Tank Man</i> and compare the two pieces.</li> </ul>	<p><b>From Adopted Text:</b></p> <ul style="list-style-type: none"> <li>• Achebe: “Dead Men’s Path” (1275)</li> <li>• Garcia Marquez: “The Handsomest Drowned Man in the World” (1348)</li> <li>• Gordimer: “Amnesty” (1324)</li> <li>• Kawabata: “The Jay” (176)</li> <li>• Mahfouz: “Half a Day” (text 1366)</li> <li>• Neruda odes: (1358)</li> <li>• Amichai: miscellaneous poetry (1305)</li> <li>• Shonagon: <i>The Pillow Book</i> (498)</li> </ul> <p><b>Supplemental:</b>  <b>From Prentice Hall’s</b>  <i>Literature: World Masterpieces</i></p> <ul style="list-style-type: none"> <li>• Head: “Snapshots of a Wedding” (1376)</li> <li>• Mann: “The Infant Prodigy” (1039)</li> <li>• Narayan: “An Astrologer’s Day” (1410)</li> <li>• Ogai: “Under Reconstruction” (1174)</li> <li>• The Misty Poets (1438)</li> <li>• Neruda: “Ode to my Socks” (1250)</li> <li>• p’Bitek: “Song of Lawino” (1356)</li> </ul>

		<p><b>Additional Supplemental:</b></p> <ul style="list-style-type: none"><li>• Orwell: “Shooting an Elephant”</li></ul> <p><b>Supplemental Novels</b></p> <ul style="list-style-type: none"><li>• Achebe: <i>Things Fall Apart</i></li><li>• Allende: <i>House of Spirits</i></li><li>• Atwood: <i>The Handmaid’s Tale</i></li><li>• Courtenay: <i>The Power of One</i></li><li>• Garcia Marquez: <i>One Hundred Years of Solitude</i></li><li>• Kafka: <i>Metamorphosis</i></li><li>• Maraire: <i>Zenzele</i></li><li>• Markandaya: <i>Nectar in a Sieve</i></li><li>• Mishima: <i>Sound of Waves</i></li><li>• Mukherjee: <i>Holder of the World</i></li><li>• Naipaul: <i>A Bend in the River</i></li><li>• Paton: <i>Cry the Beloved Country</i></li><li>• Solzhenitsyn: <i>One Day in the Life of Ivan Denisovich</i></li><li>• Contemporary Global Novels (global reading list available on Borah High library website)</li></ul>
--	--	---