

Curriculum Guide 12th Grade Honors English

Unit 1: Evaluation of summer reading of *Pride and Prejudice* by Jane Austen

2 days

LA12H.1, LA12H.4, LA12H.5, LA12H.10

Objectives	Methods	Resources	Assessment
The students will <ul style="list-style-type: none">• read, understand, and analyze the novel's plot and themes• evaluate the novel's characterization• write a literary analysis essay on the novel• avoid all major grammatical, usage, and stylistic errors in their writing	<ul style="list-style-type: none">• Independent reading over the summer• Lecture• Discussion	<ul style="list-style-type: none">• <i>Pride and Prejudice</i> by Jane Austen• Various literary critiques of the novel• Teacher-made list of thesis statements• Student checklist	<ul style="list-style-type: none">• Quiz on characters and plot• Literary analysis essay• Teacher-made rubric for the essay• Student checklist

Unit 2: The Reading Process: Becoming a Strong Reader

1 week

LA12H.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• Develop an understanding of active reading and develop a three stage approach through an overview of the selection, secondary stage annotation techniques for more focused reading and in the third stage, create an evaluation checklist to review the selection for the thesis effectiveness, unified flow of ideas, stylistic devices, sentence structure and diction. <p>•</p>	<ul style="list-style-type: none">• Lecture• Discussion• Reading, discussion, and application of Ecclesiastes 12:10, 11• Student practice exercises, individually and in groups	<ul style="list-style-type: none">• Textbook: Pearson Longman, <i>The Longman Writer, Rhetoric, Reader, Handbook</i>, chapter 1• Student-generated samples• Bibles	<ul style="list-style-type: none">• Exercises from text, chapter 9• Various essays written throughout the year• Test

Unit 3: The Writing Process: Prewriting

1 week

LA12H.3, LA12H.4, LA12H.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• use prewriting strategies to generate ideas before starting the first draft of a paper• clarify ideas by ignoring our internal critic in order to create random associations that tap the minds ability to make unusual connections• keep a journal to keep a record of their observations and unique perspectives on events that they might normally ignore• determine the purpose, tone, audience and point of view of a writing assignment through identifying the expectations of the instructor, the sentence structure, conveying the emotional states, the word choice as it determines tone, and the point of view which is tied to purpose, audience, and subject• develop web diagrams to assist in developing writing ideas and strategies	<ul style="list-style-type: none">• Lecture• Discussion• Reading and evaluating sample informal essays• Examination of guidelines for informal essays in textbook• Pre-writing and revision class activities• Student practice exercises from chapter 2, both individually and in groups	<ul style="list-style-type: none">• Textbook: Pearson Longman, <i>The Longman Writer, Rhetoric, Reader, Handbook</i>, chapter 2• Student essays from previous years (anonymous)• Students' own rough drafts of informal essays• Rubric for an informal essay	<ul style="list-style-type: none">• Exercises from text, chapter 2• Homework from pages 37-38, questions 1-3• Informal essay

Unit 4: Clear Reference and Placement of Modifiers

1 week

LA12H.4, LA12H.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • make each pronoun clearly refer to its antecedent • avoid ambiguous references in which a pronoun refers confusingly to two antecedents, a general idea, or an unstated antecedent • avoid indefinite use of pronouns <i>it</i>, <i>they</i>, and <i>you</i> • place phrase and clause modifiers as near as possible to the words they modify • avoid writing sentences in which a modifying phrase has no word that it can sensibly modify • avoid placing a modifier where it can be taken to modify either of two words 	<ul style="list-style-type: none"> • Lecture • Discussion • Analysis of the modifying phrases and their placement in Phil. 2:5-11 • Student practice exercises from chapters 12 and 13, both individually and in groups • Student editing on worksheets from <i>Editor in Chief</i> • Peer evaluation of essays • Revisions of essays 	<ul style="list-style-type: none"> • Textbook: Warriner's <i>English Grammar and Composition, Complete Course</i>, chapter 12 and 13 • <i>Editor in Chief: Grammar Disasters and Punctuation Faux Pas</i> • Student essays from previous years (anonymous) • Students' own final drafts of informal essays and literary analysis essays on <i>David Copperfield</i> • Student checklist 	<ul style="list-style-type: none"> • Exercises from text, chapters 12 and 13 • Responses on worksheets from <i>Editor in Chief</i> • Test on chapters 12 and 13 • Revision of previously written essays • Various essays written throughout the year • Participation in class discussions • Student checklist

Unit 5: Parallel Structure and Unnecessary Shifts / The Cause and Effect Essay

1 week

LA12H.4, LA12H.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • use the same grammatical form to express parallel ideas that are coordinated, compared, contrasted, or related by correlative conjunctions • place correlative conjunctions immediately before parallel items • repeat an article, a preposition, or a pronoun whenever necessary to clarify parallel conjunctions • include in the second part of a parallel construction all words to make the construction complete • avoid shifting unnecessarily from one subject to another • avoid making unnecessary shifts in the voice or the tense of verbs • write expository essays that adequately develop and effectively communicate the relationships between causes and effects • avoid major stylistic and grammatical errors in their essays 	<ul style="list-style-type: none"> • Lecture • Discussion • Student practice exercises from chapters 14 and 15, both individually and in groups • Examination of parallelism in Proverbs 19 and <i>The Declaration of Independence</i> • Student editing on worksheets from <i>Editor in Chief</i> • Editing of parallelism and shift problems in sample essays • Examination of guidelines for cause/effect essays in textbook 	<ul style="list-style-type: none"> • Textbook: Warriner’s <i>English Grammar and Composition, Complete Course</i>, chapter 14 and 15; p. 135-140 • <i>Editor in Chief: Grammar Disasters and Punctuation Faux Pas</i> • Student essays from previous years (anonymous) • Copies of <i>The Declaration of Independence</i> • <i>Graphic Organizers & Planning Outlines for Authentic Instruction & Assessment</i> by Imogene Forte & Sandra Schurr • Student checklist 	<ul style="list-style-type: none"> • Exercises from text, chapters 14 and 15 • Participation in class discussions • Test on chapters 14 and 15 • Results from editing exercises in textbook and from <i>Editor in Chief</i> • Student checklist • Final draft of cause/effect essays • Teacher-made rubric for cause-effect essays

Unit 6: Sentence Conciseness, Combining, and Revising

1 ½ weeks

LA12H.4, LA12H.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • eliminate unnecessary words and repetition • reduce clauses to phrases and phrases to single words • avoid using an overwritten style in their writings • combine short, related sentences by inserting adjectives, adverbs, and prepositional phrases • combine closely related sentences by using participial and appositive phrases • combine short, related sentences by using compound subjects and verbs and compound sentences • combine short, related sentences into a complex sentence • make their writing more interesting and varied by beginning some sentences with a transposed appositive, single word, phrase, or clause • use subordination to avoid the exclusive use of simple and compound sentences • avoid the overuse of <i>and</i> and <i>so</i> by subordinating ideas and by dividing a stringy sentence into two sentences • revise sentences to correct structural inadequacies and to eliminate awkwardness 	<ul style="list-style-type: none"> • Lecture • Discussion • Group revision of samples on overhead • Student practice exercises from chapters 16, 17, and 18, both individually and in groups • Peer evaluation of essays • Revisions of essays 	<ul style="list-style-type: none"> • Textbook: Warriner's <i>English Grammar and Composition, Complete Course</i>, chapter 16, 17, and 18 • Student essays from previous years (anonymous) • Students' own final drafts of cause / effect essays • Samples of familiar proverbs re-written in an overwritten style • Student checklist 	<ul style="list-style-type: none"> • Exercises from text, chapters 16, 17, and 18 • Participation in class discussions • Revision of previously written essays • Various essays written throughout the year • Student checklist

Unit 7: The Position Project

3-4 days

LA12H.4, LA12H.5, LA12H.7, LA12H.8

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • choose a social issue, such as homelessness, child abuse, disciplining children, personal finances, etc. • research the issue thoroughly, using at least one source from a Christian perspective • create an annotated bibliography using correct MLA format • write a research paper, exploring the issue and the various viewpoints, and stating their own personal opinion • demonstrate genuine and original analytical thinking • demonstrate logical organization of main points • accurately cite relevant sources as support • avoid major stylistic and grammatical errors throughout the project • share the paper's main points with a variety of audio/visual aids in a 10-12 minute oral presentation • demonstrate preparation and planning during the presentation • consider the needs of their audience 	<ul style="list-style-type: none"> • Teacher explanation and abbreviated presentation of a sample • Discussion of Matthew 22:37 and II Timothy 3:16 as they relate to this project • Student research and writing • Oral presentations 	<ul style="list-style-type: none"> • Teacher-made list of suggested topics and instructions • Library resources • Audio/visual aids, such as overhead transparencies, posters, video clips, props, etc. • Bibles • Student checklist 	<ul style="list-style-type: none"> • Application of Scripture in discussion • Student checklist • Final research paper • Oral presentations • Teacher-made rubrics • Student checklist

Unit 8: Anglo-Saxon Literature / History of the English Language

2 weeks

LA12H.1, LA12H.2, LA12H.3

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • recognize English as an Indo-European language • recognize the relationships between English and other languages • recognize and discern between the unique characteristics of Old, Middle, and early modern English • recognize the etymological sources of modern English words in earlier forms of English and other languages • memorize, understand, analyze, and evaluate five characteristics of Anglo-Saxon literature • read and comprehend excerpts from <i>Beowulf</i>, “The Seafarer”, and <i>The Anglo-Saxon Chronicle</i> • define <i>wyrd</i>, <i>scop</i>, <i>caesura</i>, <i>kenning</i> • apply scriptural principles to literature from the Anglo-Saxon Period 	<ul style="list-style-type: none"> • Lecture • Discussion • Looking up etymologies of various words • Watch portions of video • Listen to portions of tapes • Practice exercises from textbook, chapter 23 • Group and individual reading 	<ul style="list-style-type: none"> • Textbook: Warriner’s <i>English Grammar and Composition, Complete Course</i>, chapter 23 • <i>Introduction to English Literature</i>, A Beka, unit one • <i>Handbook to the History of the English Language</i> • Collegiate dictionaries • Video series, <i>The Story of English</i>, PBS • Samples of “The Lord’s Prayer” in Old, Middle, and modern English • Audio cassettes with readings from <i>Beowulf</i> in Old English • <i>Beowulf</i> poster • <i>Grendel</i> by John Gardner • <i>The English Literature Book of Writing Prompts</i> by S Ennis • Worksheets on Anglo-Saxon poetry and Old English words, taken from Prentice-Hall’s <i>British Literature</i> • “The Wife’s Lament” from <i>An Anthology of Old English Poetry</i>, translated by Charles W. Kennedy • <i>A History of the English Church and People</i> by Bede • <i>131 Christians Everyone Should Know</i>, edited by Christian History magazine • Bibles 	<ul style="list-style-type: none"> • Quiz on identification of Old, Middle, and early modern samples • Participation in class discussions • Responses to exercises from grammar text • Application of Romans 12:17-21 to <i>Beowulf</i> • Application of Lamentations 3:19-24 to “The Seafarer” • Teacher-made test

Unit 9: Medieval Literature

2 ½ weeks

LA12H.1, LA12H.2, LA12H.3, LA12H.4, LA12H.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • recognize, analyze, and evaluate the characteristics of the Medieval Period to its literature • understand the unique influence of the Roman Catholic Church on medieval life in England • recognize, understand and appreciate the influence of French and Latin in developing Middle English • read and understand several medieval ballads • write original ballads in groups • identify Christ-like characteristics of King Arthur as presented in "Sir Gawain and the Green Knight" and an excerpt from <i>Morte Darthur</i> • memorize and understand basic biographical facts about Geoffrey Chaucer and John Wycliffe • read, appreciate, evaluate, and apply Biblical principles to excerpts from <i>The Canterbury Tales</i> • recognize and analyze Chaucer's unique method of characterization • recognize and discern between Biblical and Catholic elements in <i>Everyman</i> • research a medieval castle in Great Britain, sketch its floor plan, and write an original short story with the castle as its setting • avoid all major grammatical, usage, and stylistic errors in their writing 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Student writing, individually and in groups • Listening to audio cassette • Watching and discussing video • Tracing how either dress or food reveals character in Chaucer's <i>Prologue</i> 	<ul style="list-style-type: none"> • <i>Introduction to English Literature</i>, A Beka, unit two • "The Unquiet Grave," a medieval ballad • <i>Creative Escapes</i>, Ballad of History • Video of <i>Becket</i> • Audio cassette with readings from <i>The Canterbury Tales</i> in Middle English • Worksheets on medieval romance, making inferences, courtly love, names as symbols, and morality plays, taken from P-H's <i>British Literature</i> • Poster of King Arthur • <i>The English Literature Book of Writing Prompts</i> by S Ennis • Picture of Chaucer • <i>Geoffrey Chaucer of England</i> by M Chute • Chaucer Coloring Book, published by Bellerophon Books • <i>Chaucer's Canterbury Tales: The Prologue</i>, edited by Sidney Lamb • <i>British Literature</i>, Tchr's Manual, BJU Press • <i>131 Christians Everyone Should Know</i>, edited by Christian History magazine • Internet • Library resources • Student checklist • Bibles 	<ul style="list-style-type: none"> • Quiz on <i>Becket</i> • Participation in class discussions • Responses on worksheet • In-class writing • Teacher-made test • Student checklist • Castle project • Teacher-made rubric for castle project

Unit 10: Elizabethan Literature (excluding Shakespeare)

1 ½ weeks

LA12H.1, LA12H.2, LA12H.3

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • apply the characteristics of the Elizabethan Period to its literature • memorize biographical facts about Sir Thomas More, Thomas Cranmer, Edmund Spenser, Christopher Marlowe, Sir Walter Raleigh, and Sir Philip Sidney • read, comprehend, and recognize the influence of an excerpt from <i>Utopia</i> • read, comprehend, and recognize the influence of an excerpt from <i>The Book of Common Prayer</i> • identify different versions of the English Bible published during this time • read, comprehend, and appreciate an excerpt from Foxe’s <i>Book of Martyrs</i> • analyze and personally apply allegorical elements in an excerpt from <i>The Faerie Queene</i> • evaluate the Biblical veracity of the portrayal of both hell and salvation in <i>Dr. Faustus</i> • identify the unique characteristics of Elizabethan poetry • contrast the lives, worldviews, and poetry of Christopher Marlowe and Sir Walter Raleigh • avoid all major grammatical, usage, and stylistic errors in their writing 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Viewing video clips and discussing them 	<ul style="list-style-type: none"> • <i>Introduction to English Literature</i>, A Beka, unit three • “Thomas Cranmer: The Reluctant Martyr” published by Christian History Institute • Worksheet on Spenserian stanza, taken from Prentice-Hall’s <i>British Literature</i> • <i>The English Literature Book of Writing Prompts</i> by Sarah Ennis • Video clips from <i>Shakespeare in Love</i> about the competition between William Shakespeare and Christopher Marlowe • <i>131 Christians Everyone Should Know</i>, edited by Christian History magazine 	<ul style="list-style-type: none"> • Quiz on Foxe’s <i>Book of Martyrs</i>. • Participation in class discussions • Responses on worksheet • In-class writing • Teacher-made test

Unit 11: Elizabethan Literature—Shakespeare’s Sonnets and *Macbeth*

3 weeks

LA12H.1, LA12H.2, LA12H.3

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • read, interpret, paraphrase, and apply three Shakespearean sonnets • review the meaning of and apply the terms <i>soliloquy</i>, <i>aside</i>, <i>exposition</i>, and <i>denouement</i> to <i>Macbeth</i> • read, comprehend, analyze, and evaluate various aspects of <i>Macbeth</i> • apply James 1:13-15 to the plot and theme of <i>Macbeth</i> • apply Isaiah 5:20 to the plot and theme of <i>Macbeth</i> • compare the reign of Macbeth to that of Saul in the Old Testament [I and II Samuel] • apply the dramatic structure of a 5-act play to <i>Macbeth</i> • identify and interpret symbols in <i>Macbeth</i> • recognize and analyze the characters in <i>Macbeth</i> • match quotations to the characters in <i>Macbeth</i> who spoke them • react to this critic’s quote: “Lady Macbeth was the real cause and agent of the tragedy.” • avoid all major grammatical, usage, and stylistic errors in their writing 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Acting out certain scenes • Completing worksheets • In-class writing 	<ul style="list-style-type: none"> • <i>Introduction to English Literature</i>, A Beka, unit three • Worksheet after Act IV of <i>Macbeth</i> on Reading Between the Lines, taken from Prentice-Hall’s <i>British Literature</i> • <i>Shakespeare in London</i> by Marchette Chute • Quote by C S Lewis on sonnets • Summary of the plot, scene by scene by Jennifer Hicks • <i>Macbeth</i> by William Shakespeare, a McDonald Drama Lit Kit • Student Handout on <i>Macbeth</i> by TelEd Inc. • <i>British Literature</i>, Tchr’s Manual, BJU Press • <i>The English Literature Book of Writing Prompts</i> by Sarah Ennis • Questions on Acts I and II by Nancy Zappulla • Audio recording of Ian McKellan’s explanation and performance of Macbeth’s final soliloquy • <i>Brightest Heaven of Invention: A Christian’s Guide to Six Shakespeare Plays</i> by Peter J Leithart • table, chairs, other props • Several posters depicting Shakespeare and his plays 	<ul style="list-style-type: none"> • Quiz on assigned reading of <i>Macbeth</i> • Participation in class discussions • Responses on worksheet • In-class writing • Teacher-made test

Unit 12: Elizabethan Literature—Shakespeare’s *Hamlet*

2 weeks

LA12H.1, LA12H.2, LA12H.3, LA12H.4, LA12H.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • read, understand, and analyze the plot and themes of <i>Hamlet</i> • analyze the characters in <i>Hamlet</i> • apply the dramatic structure of a five-act play to <i>Hamlet</i> • write a composition of literary criticism about <i>Hamlet</i> that demonstrates genuine and original analytical thinking, is well-organized and well-supported, and avoids major stylistic and grammatical errors • apply Biblical principles to various elements in <i>Hamlet</i> 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Watch portions of both videos • Individual analysis • Application of Jeremiah 10:23, Leviticus 19:17, 18, and Deuteronomy 32:35 to the actions and attitudes of Hamlet 	<ul style="list-style-type: none"> • <i>Hamlet</i> by William Shakespeare • Videocassette, <i>Mel Gibson Goes Back to School</i> • Videocassette of 1990 production of <i>Hamlet</i>, with Mel Gibson • <i>Hamlet, a Film Study Guide</i> published by Lifeline Learning Systems, Inc. • Video of 1998 production of <i>Hamlet</i>, with Kenneth Branagh • <i>Brightest Heaven of Invention: A Christian’s Guide to Six Shakespeare Plays</i> by Peter J Leithart • Audiocassette: <i>Comedy, Tragedy, History: The Life, Drama, and Vital Truth of William Shakespeare</i> by Peter Saccio, PhD • <i>The English Literature Book of Writing Prompts</i> by Sarah Ennis • Teacher-made questions on each act • Several posters re: Shakespeare and his plays • Bulletin board entitled <i>Hamlet: A Play for All Time</i> • Student checklist • Bibles 	<ul style="list-style-type: none"> • Reaction to and participation in class discussions • Answers to teacher-made questions • Student checklist • Literary analysis essay • Teacher-made rubric for essay

Unit 13: The Shakespeare Project

1 day to explain, several weeks to produce

LA12H.3, LA12H.4, LA12H.5, LA12H.8, LA12H.10

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • independently read another Shakespearean play other than <i>Macbeth</i>, <i>Hamlet</i>, <i>Romeo and Juliet</i>, and <i>Julius Caesar</i> • read literary critiques of the play • demonstrate their comprehension of the play by writing a plot summary • demonstrate their comprehension of the play as well as their facility with the Elizabethan language by paraphrasing a scene into modern language • write a literary analysis of some aspect of the play that demonstrates genuine and original analytical thinking and is well-organized and well-supported • avoid major stylistic and grammatical errors throughout the project 	<ul style="list-style-type: none"> • Teacher explanation of project • Student reading and research 	<ul style="list-style-type: none"> • <i>Shakespeare's Plot Outlines</i> • Various plays by Shakespeare, available in the school library • Teacher-made list of plays and instructions • <i>Brightest Heaven of Invention: A Christian's Guide to Six Shakespeare Plays</i> by Peter J Leithart • Audiocassette: <i>Comedy, Tragedy, History: The Life, Drama, and Vital Truth of William Shakespeare</i> by Peter Saccio, PhD • Various library resources • Student checklist • Several posters depicting Shakespeare and his plays 	<ul style="list-style-type: none"> • Final project which includes the plot summary, the paraphrased scene, and the literary analysis • Student checklist • Teacher-made rubric for the project

Unit 14: Puritan Literature

1 ½ weeks

LA12H.1, LA12H.3

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • apply the characteristics of the Puritan Age to its literature • recognize the carpe diem philosophy in Robert Herrick’s “Counsel to Girls” • memorize basic biographical facts about John Donne, George Herbert, John Milton, and John Bunyan • distinguish between Cavalier and metaphysical poetry • contrast the two periods of John Donne’s life and work • analyze samples of metaphysical poetry • read, analyze, appreciate, and evaluate portions from <i>Paradise Lost</i>. • compare Genesis 1-3 to <i>Paradise Lost</i>. • apply devotional poetry to their personal Christian walks • avoid all major grammatical, usage, and stylistic errors in their writing 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • In-class writing 	<ul style="list-style-type: none"> • <i>Introduction to English Literature</i>, A Beka, unit four • Picture of John Milton • Worksheet on recognizing themes from Donne’s Meditation 17, taken from Prentice-Hall’s <i>British Literature</i> • <i>Soul Survivor</i> by Philip Yancey • <i>131 Christians Everyone Should Know</i>, edited by Christian History magazine • Clips from <i>Wit</i>, an HBO production based on the Pulitzer Prize winning play by Margaret Edson • Bulletin board entitled Puritan Points to Ponder 	<ul style="list-style-type: none"> • Participation in class discussions • Responses on in-class application to personal Christian walk • In-class writing • Teacher-made test

Unit 15: Restoration Literature

2 ½ weeks

LA12H.1, LA12H.2, LA12H.3

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • contrast the Restoration Age with the Puritan Age. • apply the historical characteristics of the Restoration Age to its literature • memorize biographical facts about Alexander Pope, Daniel Defoe, Addison & Steele, Jonathan Swift, Samuel Johnson, James Boswell, Isaac Watts, Charles Wesley, John Newton, William Cowper, William Blake, and Robert Burns • define and recognize epigrams • identify elements of Jonathan Swift's political satire in <i>Gulliver's Travels</i> • appreciate and imitate the extraordinary character of Samuel Johnson • apply devotionals written by John Wesley, William Law, and Matthew Henry to their own Christian walks • outline the progress of Robinson Crusoe's relationship with God from rebellion to acceptance • apply Romans 9:14-21 to Robinson Crusoe's attitude when shipwrecked • apply Genesis 1:28-30 and Romans 1:23, 25 to the question of nature vs. man raised in <i>Robinson Crusoe</i> • identify the transitional worldviews of the pre-Romantic poets William Blake and Robert Burns 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Watching and discussing video • Listening to CD's, and sing hymns written by Charles Wesley • In-class writing 	<ul style="list-style-type: none"> • <i>Literature of England</i>, A Beka, unit one • First person account of Charles II's coronation • <i>British Literature</i>, Tchr's Manual, BJU Press • Videocassette of <i>Gulliver in Liliput</i>, a BBC production • Hallmark's video: <i>Gulliver's Travels</i> • Worksheets on satire in <i>Gulliver's Travels</i> and Burns' poetry from Prentice-Hall's <i>British Literature</i> • Quotes on the use of names in literature, Boswell's <i>The Life of Samuel Johnson</i>, and Robert Burns, taken from Prentice-Hall's <i>British Literature</i> • Video from The Famous Author series: <i>Samuel Johnson</i> • <i>Old English Hymns</i>, A Green Hill Instrumental Classic, CD #7, 8, 13 • <i>131 Christians Everyone Should Know</i>, edited by Christian History magazine • Bibles 	<ul style="list-style-type: none"> • Participation in class discussions • Responses on in-class application to personal Christian walk • Group sharing about devotionals • Outline of <i>Robinson Crusoe</i> • Quiz on video • Teacher-made test

Unit 16: Style Analysis

1 ½ weeks

LA12H.2, LA12H.3, LA12H.4, LA12H.5, LA12H.9

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • analyze tone and attitude in various works of literature • write several sentences using different tones • integrate quotations when analyzing literature • analyze a literary passage for diction, details, and point of view • analyze the organization of various literary excerpts • analyze the syntax of various literary excerpts • research a British author's life and analyze his/her style of writing • write 10 letters as that author to another "author" in the class, imitating style and demonstrating thorough knowledge of biographical details • avoid major grammatical errors in their letters 	<ul style="list-style-type: none"> • Lecture • Discussion • Teacher samples, illustrations • Student worksheets • Student research, writing • Independent analysis of writer's style 	<ul style="list-style-type: none"> • Excerpts from various works of literature • <i>Teaching Style Analysis to Advanced Placement English Students</i> by Jane C. Shaffer • Overhead projector and transparencies • Student checklist • <i>Writing Composition</i>, excerpts by Hemingway and Fitzgerald's imitated by students 	<ul style="list-style-type: none"> • Participation in class discussions • Responses on worksheets • Final project, which includes 10 letters that contain biographical information and imitate the author's style • Student checklist • Teacher-made rubrics for the project

Unit 17: Romantic Literature

2 ½ weeks

LA12H.1, LA12H.2, LA12H.3, LA12H.4, LA12H.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • apply the historical characteristics of the Romantic Age to its literature • memorize and appreciate basic biographical facts about William Wordsworth, Samuel T Coleridge, Lord Byron, Percy Shelley, John Keats, Sir Walter Scott, and Jane Austen • compare and contrast Wordsworth’s relationship with Nature in “Lines Composed a Few Miles Above Tintern Abbey” to their relationships with God • read, appreciate, and analyze the worldview in <i>The Rime of the Ancient Mariner</i> • contrast the wedding guest with Christ’s parable in Luke 14:16-24 • apply Romans 3:22-24 to Coleridge’s profession of faith • recognize the plot and characters of <i>Ivanhoe</i> • define <i>pantheism</i>, and find examples of it in Romantic poetry • identify humorous elements in <i>Pride and Prejudice</i> • independently analyze and critique a Romantic poem • avoid all major grammatical, usage, and stylistic errors in their writings 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Watching and discussing videos • Literary analysis of a poem 	<ul style="list-style-type: none"> • <i>Literature of England</i>, A Beka, unit two • <i>British Literature</i>, Tchr’s Manual, BJU Press • Quotes on Wordsworth and Keats, taken from Prentice-Hall’s <i>British Literature</i> • <i>The English Literature Book of Writing Prompts</i> by Sarah Ennis • Video: <i>Rime of the Ancient Mariner</i>, narrated by Michael Redgrave • Worksheet on sound devices in <i>Rime of the Ancient Mariner</i> from Prentice-Hall’s <i>British Literature</i> • Literature web, a graphic organizer • Teacher-made literary analysis questionnaire • Video of <i>Ivanhoe</i>, 1988 made-for-television • Student checklist • Bibles 	<ul style="list-style-type: none"> • Participation in class discussions • Responses on questions from textbook • Quiz on video • Teacher-made test • Student checklist • Responses on the literary analysis questionnaire

Unit 18: Victorian Literature

3 weeks

LA12H.1, LA12H.3

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • apply the historical characteristics of the Victorian Age to its literature • memorize biographical facts about Alfred, Lord Tennyson, Robert and Elizabeth Browning, Robert Louis Stevenson, Charles Dickens, Thomas Hardy, Oscar Wilde, Rudyard Kipling, Charles Spurgeon, and various Victorian poets • apply Biblical principles in Tennyson’s poetry to their own Christian lives • analyze the allegory of Tennyson’s <i>Idylls of the King</i>, using Matthew 26:41 • recognize the Christian themes in Victorian poetry • apply a critic’s quote to R Browning’s “My Last Duchess” • identify and give examples of the three types of Victorian novels • recall, recognize and appreciate Dickens’ unique characterization • avoid all major grammatical, usage, and stylistic errors in their writing 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Class work to apply Biblical principles • Watching and discussing videos 	<ul style="list-style-type: none"> • <i>Literature of England</i>, A Beka, unit three • <i>Daily Life in Victorian England</i> • Posters of English authors • <i>Tennyson, The Unquiet Heart</i> by Robert Martin • Picture of E B Browning • Quotes on Elizabeth and Robert Browning from P-H’s <i>British Literature</i> • <i>How Do I Love Thee</i> by Lucille Iremonger • <i>Elizabeth: The Romantic Story of Elizabeth Barrett Browning</i> by F Winwar • Worksheets comparing E B Browning’s sonnets #14 and 43 and Allusions in Kipling’s “Recessional” from P-H’s <i>British Literature</i> • <i>Robert Browning</i>, edited by Harold Bloom • <i>The English Literature Book of Writing Prompts</i> by Sarah Ennis • Video clip from “Tea with Mussolini” about E B Browning’s grave in Florence, Italy • “A Child’s Journey with Dickens” by Kate Wiggin in <i>The Noah Plan</i> • Bulletin board, <i>Jackdaw Study Guide: Charles Dickens 1812-1870</i> • <i>Spurgeon: Heir of the Puritans</i> by E W. Bacon • <i>131 Christians Everyone Should Know</i>, Christian History magazine • Bibles 	<ul style="list-style-type: none"> • Participation in class discussions • Responses on class work • Quiz on reading • In-class writing • Teacher-made test

Unit 19: A Transitional Novel: *Tess of the D'Urbervilles* by Thomas Hardy

2 weeks

LA12H.2, LA12H.3, LA12H.5

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • read, understand, and analyze the novel • analyze and evaluate the novel as a transition between the Victorian Era and the 20th century • recognize, analyze, and evaluate the novel's unique setting • analyze and evaluate the novel's characterization • identify and interpret the novel's symbolism • discern Hardy's false use of scripture • discern Thomas Hardy's false worldview • apply Philippians 2:12, 13 and Job 37:23, 24 to the novel's themes • write a literary criticism essay about the novel • avoid all major grammatical, usage, and stylistic errors in their writing 	<ul style="list-style-type: none"> • Lecture • Discussion • Independent reading • Independent writing 	<ul style="list-style-type: none"> • <i>Tess of the D'Urbervilles</i> by Thomas Hardy • Poster of Stonehenge • Peanuts comic • <i>On a Darkling Plain: The Art and Thought of Thomas Hardy</i> by Harvey Curtis Webster • <i>Thomas Hardy</i> by Trevor Johnson • <i>Afterward</i> by Donald Hall in <i>Tess of the D'Urbervilles</i> by Thomas Hardy • Bibles 	<ul style="list-style-type: none"> • Participation in class discussions • Quizzes on reading for comprehension • Teacher-made essay test

Unit 20: Twentieth Century Literature

3 ½ weeks

LA12H.1, LA12H.2, LA12H.3

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • apply the historical characteristics of the 20th century to its literature • memorize basic biographical facts about G Bernard Shaw, W B Yeats, T S Eliot, W H Auden, E M Forster, Joseph Conrad, G K Chesterton, James Joyce, George Orwell, Evelyn Waugh, C S Lewis, and Malcolm Muggeridge • discern examples of socialist philosophy in <i>Pygmalion</i> • compare video clip from <i>My Fair Lady</i> to a scene from <i>Pygmalion</i> • read, understand, analyze, and evaluate modern poetry by Yeats, Eliot, and Auden • appreciate and apply a devotional work by G Campbell Morgan, John Henry Jowett, Oswald Chambers, or Amy Carmichael • recognize a modern worldview in short stories by Forster, Conrad, Joyce, and Waugh • recognize the Biblical worldviews of Chesterton, Lewis, and Muggeridge • contrast the Biblical worldview of Chesterton, Lewis, and Muggeridge to modernism • apply Lewis' personal struggles to their own Christian lives • apply Colossians 2:8 to <i>The Screwtape Letters</i> and to their own lives 	<ul style="list-style-type: none"> • Lecture • Discussion • Group and individual reading • Class work to apply Biblical principles • Personal response paragraph • Watch videos 	<ul style="list-style-type: none"> • <i>Literature of England</i>, A Beka, unit four • Quotes on Shaw, Yeats, Eliot, Auden, and Joyce from Prentice-Hall's <i>British Literature</i> • Video: <i>My Fair Lady</i> • <i>My Utmost for His Highest</i> by O Chambers • <i>Myself Must I Remake: The Life and Poetry of W B Yeats</i> by Gayatri C. Spivak • <i>Poetry Speaks</i>, book and CD • <i>The English Literature Book of Writing Prompts</i> by Sarah Ennis • <i>Soul Survivor</i> by Philip Yancey • <i>Heretics / Orthodoxy</i> by G K Chesterton • Worksheet on epiphany from Prentice-Hall's <i>British Literature</i> • "Animal Farm: A Screenplay based on the book by George Orwell" in <i>Literary Calvacade</i> • <i>131 Christians Everyone Should Know</i>, Christian History magazine • "The Man Who Created Narnia" by Jerry Root in <i>Focus on the Family</i> • Quote by C S Lewis on mini-poster • <i>The Magic Never Ends: The Life and Works of C S Lewis</i> by John Ryan Duncan • Video: <i>Shadowlands</i> • Bibles 	<ul style="list-style-type: none"> • Participation in class discussions • Responses on class work • Quiz on <i>Shadowlands</i> • Teacher-made test

Unit 21: A Twentieth Century Novel: *Lord of the Flies* by William Golding

2 days to explain, 2 weeks to produce

LA12H.1, LA12H.2, LA12H.3, LA12H.4, LA12H.5, LA12H.10

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • read, understand, and analyze the novel • evaluate the novel as a political allegory • analyze and evaluate the novel's characterization • recognize and interpret the novel's symbolism • recognize the characteristics of 20th century literature in the novel • analyze William Golding's worldview • compare Micah 7:1-7 and Jeremiah 17:9 to the novel's themes • write a literary analysis essay about the novel that demonstrates genuine and original analytical thinking and is well-organized and well-supported • avoid major stylistic and grammatical errors 	<ul style="list-style-type: none"> • Lecture • Discussion • Independent reading • Independent writing 	<ul style="list-style-type: none"> • <i>Lord of the Flies</i> by William Golding • Teacher-made list of essay topics • Literary critiques of <i>Lord of the Flies</i> • Student checklist • Bibles 	<ul style="list-style-type: none"> • Participation in class discussions • Literary analysis essays • Student checklist • Teacher-made rubric for the essay

Unit 22: The British Novel Project

1 day to explain, several weeks to produce

LA12H.2, LA12H.3, LA12H.8, LA12H.10

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• independently read, comprehend, analyze, and evaluate a British novel written by the author from the style analysis project• demonstrate the skill of synthesizing information as they complete a data worksheet on the novel• demonstrate genuine and original analytical thinking regarding the novel's setting, opening and closing scenes, characterization, symbolism, and themes• provide relevant quotations to support their analyses• demonstrate Christian integrity by writing their own original answers	<ul style="list-style-type: none">• Teacher explanation of project• Student reading• Student analysis and writing	<ul style="list-style-type: none">• Various novels by British authors, available in the school library• British Novel Data Worksheet, made and provided by the teacher, based on ideas from Mrs. Becouvarakis, York High School, Yorktown, VA	<ul style="list-style-type: none">• Responses on British Novel Data Worksheet• Teacher-made rubric for the project

Unit 23: Vocabulary

Weekly from August until mid-April, MWF part of class time

LA12H.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• memorize the definitions for 300 words intended to prepare students for college reading• recognize the meanings of new words through context clues• choose the correct word for use in sentences• use new words in original sentences• choose synonyms for new words• choose antonyms for new words• recognize and analyze relationships between words through analogies• analyze nuances of meaning in new words• recognize word roots in new words• use a dictionary to find other forms of the words• recognize correct and incorrect spellings of the new words	<ul style="list-style-type: none">• reading and discussing new words as they are introduced• individual work in the vocabulary workbooks• weekly quizzes	<ul style="list-style-type: none">• <i>Vocabulary Workshop</i>, Book H, Sadler-Oxford, Inc.• Collegiate dictionaries	<ul style="list-style-type: none">• Teacher-made quizzes• Responses on workbook assignments• Final Mastery Test

For a 12th grade reading list specific to your area, contact your local school. Or just read the books on this list. Even if they're not taught, they made it onto this list for a reason; they are great books! While it's important to know the classics, your English teacher will probably also throw some historically, philosophically, and culturally significant books onto your required reading list as well. Such books may include political classics, such as Niccolo Machiavelli's The Prince, philosophical works such as Plato's Republic, and historically significant works such as James Baldwin's Notes of a Native Son. K-12 Teacher's Guide help teachers to expand their range of teaching techniques. Furthermore, it encourage teachers to think about the best conditions for developing literacy. K-12 Teacher's Guide (TG) and Learner's Material (LM) are resources used in preparing daily lessons. The 4th Quarter Teacher's Guide in English 4 is not updated because it is NOT aligned to the latest issue of the DepEd English Curriculum Guide. Hence, the said teacher's guide can't be used as is. One still needs to look for the Lesson Plan than corresponds to the code and/or schedule presented in the Curriculum Guide.