

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

LA 12: European Literature

This course will examine the relationship between literature and history throughout Europe in order for students to understand the foundations of Western culture.

PLEASE NOTE that ELA Curriculum documents are:

- Living documents that will continue to evolve. They are not static and feedback is welcome. You should print a new copy at regular intervals to stay abreast of the updates.
- Shared resources for all those teaching this content area. ***Please share new resources you and your students find as you explore the course content and personalize learning.***
- A guideline, not a regime. All requirements for the course are met by this plan, but in personalized learning there will be expected variation.

ELA 12 Course Navigation:

[Unit 1: Early European-Medieval](#)

[Unit 2: Renaissance and Reformation](#)

[Unit 3: 17th Century](#)

[Unit 4: 18th Century/Early 19th Century](#)

[Unit 5: 19th Century](#)

[Unit 6: 20th Century](#)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

Course Name: LA 12 - European Literature

Big Idea:

This course will examine the relationship between literature and history throughout Europe in order to understand the foundations of Western culture.

[Standards Pacing Guide](#)

Writing Assessment Foci:

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

SEMESTER 1 (UNITS 1-3)

Unit 1: Early European-Medieval

ENDURING UNDERSTANDING(S):

Students explore the tension between humans and the divine in the literature of the Middle Ages.

ESSENTIAL QUESTIONS:

- How does medieval literature exhibit many tendencies rather than a single set of characteristics?
- How are literary elements (e.g., allegory, farce, satire, and foil) present in medieval literary work and identify characteristics of medieval literary forms?
- How do literary elements contribute to meaning and author intention?
- How do medieval literary and artistic forms reflect the writers' and artists' philosophical views?
- How does Chaucer use literary, social, and religious satire in *The Canterbury Tales*?
- How is framed narrative used in Chaucer's *The Canterbury Tales*, Dante's *Inferno*, and other works?
- How does medieval literature and art depict character and their focus on the otherworldly?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

Students will... (state standards)

- RL.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.6 - Discern an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

I CAN... (student-friendly language)

- RL.5
 - Identify the structure of the text.
 - Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
 - Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RL.6
 - Determine point of view.
 - Distinguish what is stated from the subtext.
 - Distinguish elements of satire used to portray point of view.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.6
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a text.
 - Determine an author’s point of view or purpose in a text
 - Explain how an author’s style (ex: figurative language; the way words are used) and content either add or detract to their overall message.
- RI.9 - Analyze a variety of texts from different time periods to determine their historical and literary significance.
 - Evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.3 - Narrative
 - Capture a reader’s attention with an effective narrative hook.
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.
 - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
 - Effectively organize narrative plot elements.
 - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
 - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
 - Create an engaging narrative using precise, descriptive language and sensory details.
 - Provide an effective and satisfying conclusion to a narrative piece.
- W.4
 - Write paper, which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.7 - I can brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Determine which sources are most effective to answer a posed research question.
- Effectively integrate research in my writing, while citing that research accurately.
- Minimize my use of a single resource in comparison to others.
- Balance research with my own ideas and commentary within a paper.
- Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- SL.1
 - Initiate discussion or bring up different perspectives in my group.
 - Work with my peers to create effective and fair discussion expectations.
 - Refer to evidence from research during a discussion on a specific topic.
 - Appropriately pose and respond to questions in a group setting.
 - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
 - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
 - Recognize words, which have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- Farce of Master Pierre Pathelin (Anonymous) [Link](#)
- The Summoning of Everyman (Anonymous) [Link](#)

Novels & Novellas

- The Decameron (Giovanni Boccaccio) (continued in Unit Two) [Link](#)
- Grendel (John Gardner) [Link Ch 1-6](#) [Link Ch 7-12](#)

Poetry

- Beowulf [Link](#)
- Dance of Death (“Danza de la Muerte”) (Anonymous)
- I see scarlet, green, blue, white, yellow (Arnaut Daniel)
- Inferno (Cantos I-XI, XXXI-XXXIV) (Dante Alighieri) [Link](#)
- Lord Randall (Anonymous)
- Sir Gawain and the Green Knight (Anonymous) [Link](#)
- The bitter air (Arnaut Daniel)
- The General Prologue in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Knight’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Monk’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Nun’s Priest’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Pardoner’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Ruin in The Exeter Book (Anonymous)
- The Wanderer in The Exeter Book (Anonymous)
- The Wife of Bath’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- When the leaf sings (Arnaut Daniel)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

Informational Texts

- Confessions (Book XI) (Saint Augustine) [Link](#)
- Medieval Images, Icons, and Illustrated English Literary Texts: From Ruthwell Cross to the Ellesmere Chaucer (Maidie Hilmo)
- St. Thomas Aquinas (G. K. Chesterton)
- The History of the Medieval World: From the Conversion of Constantine to the First Crusade (Susan Wise Bauer)
- The One and the Many in the Canterbury Tales (Traugott Lawler)

Art, Music, and Media

- Cimabue, Maestà (1280) [Link](#)
- Duccio, Maestà (1308-1311) [Link](#)
- Giotto, Arena (Scrovegni) Chapel frescos, Padua (after 1305): Joachim Among the Shepards, Meeting at the Golden Gate, Raising of Lazarus, Jonah Swallowed Up by the Whale [Link](#)
- Lorenzo Ghiberti, Gates of Paradise (1425-1452) [Link](#)
- Masaccio, The Tribute Money at the Brancacci Chapel, Florence (ca. 1420) [Link](#)

Additional Online Resources

- Canterbury Tales Project (ITSEE, University of Birmingham) [Link](#)
- Chaucer's Wife of Bath (National Endowment for the Humanities) (RL.11-12.3) [Link](#)
- Digital Dante (Institute for Learning Technologies, Columbia University) [Link](#)
- Danteworlds (The University of Texas at Austin) (RL.11-12.1, SL.11-12.3) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Reading Poetry, Performance Seminar:** Read Dante's Inferno. How does the allegory reveal the values of the Middle Ages? What sins are punished most severely and why? Do you agree with the hierarchical circles of hell that Dante creates? Use textual evidence to support an original, concise thesis statement.
- **Art, Speaking and Listening:** Compare earlier images from the medieval period to later ones. For instance, compare Giotto's Arena Chapel frescos with Masaccio's at the Brancacci Chapel. How do we see depictions of man change? Do religious figures begin to take on earthly characteristics as the Middle Ages wane? What changes do you observe in the various depictions of Jesus, both as a child and as an adult (consider comparing both Maestà images)?

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- **Reading Poetry, Oral Presentation:** Select one of the poems from this unit and recite it from memory. Include an introduction that states: What the excerpt is from Who wrote it Why it exemplifies the medieval period.

WRITING FOCI: Quarter 1 - Narrative

Narrative

- Practice writing narrative using the forms and themes seen in literature of this time period.
 - Rewrite *The Canterbury Tales* using your own school as a model. Include literary (rhyming couplets) and thematic (satirical) elements.
 - Rewrite Dante's *Inferno* for modern society, summarizing who today's Virgil may be, as well as the circles of Hell and who they hold.
- In a narrative essay, discuss your current role in your school or community and whether or not you are limited by society's views or unspoken social codes.
- Discuss a "monster" you or another person has faced in life and the journey taken to defeat that "monster."

Additional prompts can support reading standards and/or units

Research

- Explore the impact of the Crusades on European culture and religion. Using a variety of sources, including historical documents, discuss a specific advancement that arose as a result of these conflicts.
- Examine the text of the *Magna Carta*, or another legal document from this time period. Research the progression of this document into modern codes and laws and how they shape Western European culture today.

Informational

- According to the chivalric code, what are the qualities of the ideal knight?
 - Compare and contrast Sir Gawain and the Green Knight and "The Knight's Tale." What are the qualities of the ideal knight? Do they differ at all?
- Draw parallels between representations of character in a medieval play and in medieval icons. Compare and contrast their similarities and differences. Are they more alike or different?
- Examine an example of satire from this time period. What is revealed about the authors' intentions and messages, and how is the writing shaped by the historical context or audience?
 - Discuss satire in Chaucer's *The Canterbury Tales*. What exactly is being literally described versus being satirized? Why does Chaucer use satire? Is Chaucer satirizing human nature or the Church as an establishment?
 - Choose one of the *The Canterbury Tales*. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character?
- To what degree does medieval literature regard human existence as secondary to the divine? Use specific examples from the literature to support your thesis.

Argument

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Examine a societal belief from the Middle Ages and argue how the belief is portrayed in the literature. Use specific evidence from the text to support your opinion.
 - Is the Wife of Bath from *The Canterbury Tales* a feminist?
 - Do you agree with the organization of Hell’s circles in Dante’s *The Inferno*? What sins do you believe should hold the most weight and why?
- How did medieval man distinguish between the earthly and the divine?
 - Agree or disagree with Augustine’s idea: “Evil stems not from God but from a perversion of human will.” Use textual evidence to support an original, concise thesis statement.
- Does the term “Dark Ages” accurately describe the Middle Ages?

VOCABULARY

Allegory Anonymity Caesura “Dance of death” Epic	Fabliaux Farce Foil Framed narrative Hyperbole	Icon (religious art) Miracle, mystery, and morality plays Perspective (art and literature) Symbol
--	--	--

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Develop and use criteria to evaluate the purpose of a presentation or product and identify more effective ways to reach an audience.
- Work in groups to establish a purpose, audience, and message in order to find a solution to a problem.
- Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience.
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

Unit 2: Renaissance and Reformation

ENDURING UNDERSTANDING(S):

Students explore how Renaissance literature breaks with and builds on the literature of the Middle Ages.

ESSENTIAL QUESTIONS:

- How does the art and literature of the Renaissance depart from the Middle Ages and how is it similar?
- How are allusions to classical literature used in Renaissance literature?
- How are conceptions of beauty manifest in Renaissance art and literature?
- How do Renaissance writers express interest in human life and the individual person?
- How do literary forms and devices reflect Renaissance authors' philosophical, aesthetic and/or religious views?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
 - W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
 - b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
 - SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
 - SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Observe hyphenation conventions.
 - b) Spell correctly.
 - L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.

- b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

I CAN... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
 - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
 - Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
 - Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.9
 - Read a variety of American literature, crossing genres and time periods.
 - Show how two or more texts from the same time period examine the same theme or topic.
- RI.1
 - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
 - Identify and examine areas the text left open for interpretation.
- RI.5
 - Identify the way an author organizes or structures a text.
 - Determine if the text’s message is clear, convincing, and interesting.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Identify the similarities and differences between various accounts of a subject.
- Determine which parts from different sources can be used together to effectively make a point.
- RI.8
 - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
 - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
 - Identify and evaluate the impact a specific historic text has over time.
- W.2 - Expository/Informative
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Outline and organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Choose the most relevant facts to use in support of a claim from a variety of choices.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Correctly format/embed visuals and graphics into an APA style essay.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Apply appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
 - Use literary devices such as metaphors, similes, and analogies to help explain an idea.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.6
 - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.5
 - Clarify information given in presentations by using digital media as support.
- L.2
 - Capitalize, punctuate, and spell correctly in my written work.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Correctly use hyphenation in compound adjectives (ex. long-term relationship).
- Correctly use hyphenation for word groups (forty-four)
- Correctly use hyphenation in order to clarify confusing word groups (re-sign a contract, not resign).
- Divide line breaks at hyphenations in words only.
- Observe that the rules of hyphenation are in flux.
- State the difference between a hyphen and a dash.
- L.4
 - Figure out and define unknown words.
 - Clarify the difference between words with multiple meanings.
 - Use roots or cultural knowledge to determine a word's meaning.
 - Use context clues to determine a word's meaning.
 - Recognize dialect or idiomatic expressions within a piece of literature.
 - Identify how words will change to become different parts of speech.
 - Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
 - Find information on how to pronounce a word.
 - Check whether my guess at a word's definition is correct and change my definition as needed.
- L.6
 - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
 - Independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- Henry IV, Part I (William Shakespeare) [Link](#)
- Nine Carnival Plays (Hans Sachs)
- The Jewish Women (Les Juifves) (Robert Garnier) (OOP)
- The Tragedy of Macbeth (William Shakespeare) [Link](#)

Novels

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- The Decameron (Giovanni Boccaccio) (continued from Unit One) [Link](#)
- The Life of Gargantua and the Heroic Deeds of Pantagruel (François Rabelais) (Books 1 and 2)

Poetry

- Dark Night of the Soul (Saint John of the Cross) (excerpts) [Link](#)
- Sydney Sonnets
- Spenser Sonnets
- Sonnets 29, 30, 40, 116, 128, 130, 143, and 146 (William Shakespeare) [Link](#)
- The Faerie Queene (Edmund Spenser) (excerpts) [Link](#)
- The Nightingale of Wittenberg (Hans Sachs)
- The Nymph's Reply to the Shepherd (Sir Walter Raleigh) [Link](#)
- The Passionate Shepherd to His Love (Christopher Marlowe) [Link](#)

Informational Texts

Essays

- Of Cannibals (Michel de Montaigne) [Link](#)
- On the Divine Proportion (De divina proportione) (Luca Pacioli) (OOP) (illustrations only)
- The Lives of the Most Excellent Painters, Sculptors, and Architects (Giorgio Vasari) [Link](#)

Nonfiction

- Rabelais and His World (Mikhail Bakhtin)
- The Prince (Niccolo Machiavelli) (excerpts) [Link](#)

Art, Music, and Media

- Giovanni Lorenzo Bernini, Ecstasy of Saint Teresa (1647-1652) [Link](#)
- Jacopo da Pontormo, Desposition from the Cross (Entombment) (1525-1528) [Link](#)
- Leonardo da Vinci, Mona Lisa (1503-1506) [Link](#)
- Leonardo da Vinci, The Virgin and Child with St. Anne (1508) [Link](#)
- Leonardo da Vinci, Vitruvian Man (1487) [Link](#)
- Michelangelo di Lodovico Buonarroto Simoni, David (1505) [Link](#)
- Michelangelo di Lodovico Buonarroto Simoni, Ceiling of the Sistine Chapel (1508-1512) [Link](#)
- Michelangelo di Lodovico Buonarroto Simoni, The Last Judgment, Sistine Chapel altar wall (1536-1541) [Link](#)
- Michelangelo Merisi da Caravaggio, The Entombment of Christ (1602-1603) [Link](#)
- Raffaello Sanzio da Urbino, The Niccolini-Cowper Madonna (1508) [Link](#)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Sandro Botticelli, Primavera (1482) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Reading Poetry, Oral Presentation:** Select a poem from this unit and recite it from memory. Include an introduction that states: Who wrote the poem Its form, meter, rhyme scheme, and key literary elements An aspect of the poem that comes through after multiple readings.
- **Art, Speaking and Listening:** Examine and discuss the following artworks: Michelangelo’s David, Raphael’s Madonna, and da Vinci’s Mona Lisa and Vitruvian Man. How has each artist worked to depict human beauty? What elements of beauty do they highlight? What is idealized? Are there any aspects that are realistic? Do you believe these portrayals are beautiful? Why or why not?
- **Art, Speaking and Listening:** View Michelangelo’s Last Judgment, da Vinci’s Virgin and Child, Pontormo’s Deposition, and Bernini’s Ecstasy of Saint Teresa. What range of emotions is evident in these works of art? What imagery or symbols do the artists use to convey these emotions? What painting or sculpting techniques are used to heighten the effect? Which work do you respond to the most and why?

WRITING FOCI: Quarter 1 - Narrative; Quarter 2 – Expository/Informative

Informational

- Examine a novel or play of the time. Analyze how the Great Chain of Being impacts character development or plot. Use evidence from the text to support your thesis.
 - Read *Macbeth*. How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? What does it reveal about fate and free will?
- How do ideas regarding chivalry and honor change in the Renaissance?
 - Read *Henry IV, Part I*. How does Falstaff reflect the new ideas of the Renaissance regarding chivalry and honor? Use textual evidence from the play to support your response in an original, concise thesis statement.
- Using literary works as textual evidence, do one of the following: (a) compare two Renaissance literary works, with attention to symmetry and form; (b) compare a Renaissance literary work with a medieval literary work, with attention to depiction of character; or (c) relate a literary work to a philosophical work.
 - Relate Pacioli’s On the Divine Proportion to a Shakespeare sonnet. In what ways is the sonnet an expression of divine proportion (or not)?
- Using texts from this unit as well as additional sources, explain how literature from the Renaissance breaks with or builds on ideas derived from the Middle Ages.
 - How does one of Shakespeare’s plays depart from the medieval conceptions of drama? Use specific evidence from the text to support your explanation.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Examine an example of satire from this unit and compare it to an example of satire from the Middle Ages. What is revealed about the authors' intentions and messages, and how is the writing shaped by the historical context or audience?
 - Compare one of the satirical stories of *The Canterbury Tales* (from Unit One) with one of the stories from Boccaccio's *The Decameron*. What does the satire reveal about the author's intention and message?

Narrative

- Write a series of sonnets in varying forms (Petrarchan, Shakespearean, Spenserian) on a similar topic or theme. Use poetic devices to enhance each form and determine which of the sonnets best exemplifies your theme.
- Select an art piece and write a narrative story or poem which explores the scene portrayed. Use narrative or poetic devices (such as dialogue, symbolism, meter, etc.) with intentionality in your work to portray the tone or theme of the art piece.

Additional prompts can support reading standards and/or units

Research

- Research Leonardo da Vinci's work. Select a specific invention, art piece, essay, or theory and explore its place in our modern society. Use a variety of resources to trace its development from da Vinci's initial creation to the modern counterpart.
- Using records from museums, private collectors, or governments (such as France or the Vatican), examine a specific religious artifact or art piece. Teach about its origin, its cultural or political role in the Renaissance or Reformation eras, and its contemporary role. Use a variety of resources to teach about this artifact/piece.

Argument

- Examine how political practices are portrayed and practiced in literature from this time period. How do authors use these practices to change character arcs, impact plot points, or impact the theme of the play?
 - After reading *Macbeth* and excerpts from *The Prince* by Machiavelli, answer one of the following questions. How do Machiavelli's principles apply to the play? What is Shakespeare saying about Machiavelli's approach to attaining and maintaining political power? Consider the quotation, "It is better to be feared than to be loved." Is this true for *Macbeth*?
- Examine an art piece from this time period and briefly research its history (artist, patronage, etc.). How were specific religious or societal beliefs portrayed through the artist's interpretation?
 - Compare three different art pieces focused on the image of Mary and Jesus as a child. What religious, societal, or cultural beliefs are portrayed through these different interpretations? How did the artists or their patrons impact the themes or portrayals of Mary and Jesus, and why?

VOCABULARY

Allusion Classicism	Fate Free will	Idyll Ode
------------------------	-------------------	--------------

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

Divine proportion (golden ratio, golden mean) Divine right of kings Eclogue Epistle	The Great Chain of Being Humanism Iambic pentameter Iambic tetrameter	Satire Sonnet Symmetry
--	--	------------------------------

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Use screencasts and/or movie editing software to create a permanent presentation.
- Work in groups to establish a purpose, audience, and message in order to find a solution to a problem.
- Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience.
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.

Unit 3: 17th Century

ENDURING UNDERSTANDING(S):

Students gain understanding of how seventeenth century writers regard the relationship between reason and emotion.

ESSENTIAL QUESTIONS:

- How does the literature of the 17th Century attend to questions of reason and emotion?
- How can literature of the 17th Century be read as a quest--for truth, for beauty, and for understanding?
- How do certain works express tension or conflict between emotion and reason while others present reason and emotion as complementary and interdependent?
- How does the use of satire reveal authorial intent?

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- W.1 - PERSUASIVE
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

I CAN... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA formatting.
 - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
- RL.2
 - Identify the main ideas or the themes of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Analyze how a text portrays a theme, including how it is connected to other themes.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.7
 - Read and/or watch multiple portrayals of a story, drama, or poem.
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text's intent.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
 - Determine the organization of an author's main points, ideas, or textual events.
 - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
 - Explain how characters, ideas, or events interact and develop throughout the text.
- RI.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author's word choice can change the meaning or tone of a text.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims, which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph that supports my thesis.
- W.5
 - Follow the steps of the writing process to strengthen my writing.
 - Prioritize the steps of the writing process for assignments with a condensed timeline.
 - Make myself a formative element within another author's writing process (peer review).
- W.7
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
 - Minimize my use of a single resource in comparison to others.
 - Balance research with my own ideas and commentary within a paper.
 - Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- SL.2

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- SL.3
 - Identify a speaker’s points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking using grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - Reference works to check more complicated grammar usage.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing, recognize, and evaluate its use when reading complex texts.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- Hamlet (William Shakespeare) [Link](#)
- King Lear (William Shakespeare) (E) [Link](#)
- The Alchemist (Ben Jonson) [Link](#)
- The Merchant of Venice (William Shakespeare) (E) [Link](#)
- The Miser (Jean-Baptiste Molière) (EA) [Link](#)

Novels

- Don Quixote (Miguel de Cervantes) (E) (selections) [Link](#)
- The Pilgrim’s Progress (John Bunyan) [Link](#)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

Poetry

- Holy Sonnet 10 (John Donne) (EA) [Link](#)
- Love III (George Herbert) [Link](#)
- Song: Goe, and catche a falling starre (John Donne) (E) [Link](#)
- The Flea (John Donne) (E) [Link](#)
- To Daffodils (Robert Herrick) [Link](#)
- To His Coy Mistress (Andrew Marvell) [Link](#)
- To the Virgins, to Make Much of Time (Robert Herrick) [Link](#)
- Paradise Lost (John Milton) [Link](#)

Informational Texts

Nonfiction

- An Essay Concerning Human Understanding (John Locke) [Link - Vol. 1](#) [Link - Vol. 2](#)
- Leviathan (Thomas Hobbes) (excerpts) [Link](#)
- Novum Organum (Francis Bacon) (excerpts) [Link](#)

Art, Music, and Media

Art

- Johannes Vermeer, Girl with a Pearl Earring (1665) [Link](#)
- Nicolas Poussin, Et in Arcadia Ego (ca. 1630s) [Link](#)
- Peter Paul Rubens, The Debarkation at Marseilles (1622-1625) [Link](#)
- Rembrandt van Rijn, The Nightwatch (1642) [Link](#)

Film

- Arthur Hiller, dir., Man of La Mancha (1972)
- Grigori Kozintsev and Iosif Saphiro, dir., Hamlet (1964)
- Laurence Olivier, dir., Hamlet (1948)
- Man of La Mancha (the musical), Dale Wasserman (1966)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Art, Speaking and Listening:** As scholars and philosophers moved into an age of reason and rationality, why do you think there was still a push for romanticized, opulent imagery, labeled as baroque art? View the painting by Rubens, which is a part of a series of twenty-one paintings. What is

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

emphasized in this work of art: color, the senses, movement? View the Rubens and Poussin in comparison to the Dutch works by Rembrandt and Vermeer. These Dutch artists were said to be working in a Golden Age. What aspects of the Dutch art are similar to the French and Flemish works? What influence do you think location has on artistic style?

- **Reading Poetry, Oral Presentation:** Select a poem or excerpt from a longer poem and recite it from memory. Include an introduction that states: What the excerpt is from Who wrote it What kind of poetry it exemplifies and why?

WRITING FOCI: Quarter 2 - Expository

Informational

- Analyze poetry of this time period to determine the message and intention of the author. Compare works from the same, or different, authors to deepen your understanding of how theme, form, and poetic devices can be manipulated.
 - Analyze “To the Virgins, to Make Much of Time,” and “To His Coy Mistress.” Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas?
 - Analyze Donne’s “Holy Sonnet 10.” Is the speaker of the poem pious or irreverent with regard to the Church’s teachings? How does the use of personification convey the poem’s message? Why is the poem considered metaphysical?
 - Compare and contrast Donne’s “Song: Goe, and catche a falling starre” to Marvell’s “To His Coy Mistress.” How do emotion and logic affect the speaker’s point of view in each poem? How does gender affect the author’s attitudes?
- Discuss satire in the Renaissance. What values of this time period are being mocked?
 - Discuss the satire present in *The Miser* by Molière. What values does he mock? Use specific textual evidence as support.
 - Read *The Alchemist*. How does the plot reveal satire? What values of this time period are being mocked? How does the author use satire to reveal his point of view? Use textual evidence from the play to support an original, concise thesis statement
- Examine and discuss an allegory from this time period. Discuss the themes, symbols, and character arcs present in the work and how they work together to create the allegory. Explore how the allegory could change public perception on an important issue or belief, and whether that impact is sustainable or not.
 - Read *The Pilgrim’s Progress*. Consider the text as an allegory. What themes do the characters represent? How do these characters work together to create an allegory? What does the allegory reveal about Bunyan’s point of view on religious ideas of the seventeenth century?
- After reading literature from this time period, watch a film version of the piece. Compare the two versions, focusing on characters and their arcs, themes, or the original author’s commentary (allegory, satire, etc.). Use evidence from the text and the film to support an original, concise thesis statement.
 - Read excerpts from *Don Quixote* and/or watch the film version of *Man of La Mancha*. Compare Don Quixote’s outlook on life with that of another character, such as the priest. Use textual evidence citing either the novel or the film to support an original, concise thesis statement.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

Additional prompts can support reading standards and/or units

Argument

- Read and examine a piece of literature from this time period which examines human nature. Using evidence from the text, discuss the author’s view and whether or not you agree with their assessment of humanity.
 - Read excerpts from Hobbes’s *Leviathan*. Agree or disagree with Hobbes’s assessment of human nature. Defend your opinion with specific textual evidence that supports an original, concise thesis statement.
- Form an opinion on the role of emotion or logic within a piece of literature from this time period. Using textual evidence, discuss whether the themes of the piece are effectively supported by this chosen point of view.
 - Read Donne’s “Song: Goe, and catche a falling starre.” Is the point of view a cynical one? Or is its point of view realistic? Does it build upon religious views or does it depart from the Church’s teachings? How does emotion affect the logic of the speaker?
- Read a Shakespearean tragedy of your choice. Review the main protagonist’s or antagonist’s soliloquies. Is the character influenced by a sense of logic, or a sense of emotion? Use specific textual evidence to support your position.
 - Read *Hamlet*. With special consideration to his soliloquies, is Prince Hamlet influenced by his sense of logic or sense of emotion? Use specific textual evidence to support your position.

Narrative

- Select a supporting character from one of Shakespeare’s plays. Rewrite one of their scenes in either short story or script/screenplay form, exploring tensions or conflict from the scene within a contemporary context.
- Draft a metaphysical conceit (an extended metaphor that combines two completely unlike ideas into a single idea using imagery). Use traditional poetic elements (rhyme, meter, form, etc.) as you write your conceit.
- Select an art piece and write a narrative story, play act, or poem which explores the scene portrayed. Use narrative, dramatic, or poetic devices (such as dialogue, symbolism, meter, etc.) with intentionality in your work to portray the tone or theme of the art piece.

Research

- Research the philosophies of the Cavalier and Metaphysical poets. Examine their most famous authors, historical events which inspired their work, and public response to their poetry.
- Research the theories or conspiracies centered around a key literary work from this time (e.g. *Paradise Lost*, Shakespeare’s plays, etc.). Explore the resources used by the proponents of these beliefs to prove their critical superiority and discuss the validity of those sources.
- Research the growing polarization of religious views throughout Europe and England during this time. Examine a particular historical figure who played a major role in this polarization and explore the cultural and social events which shaped their philosophies and actions.

VOCABULARY

<p>Aesthetics Allegory Allusion</p>	<p>Doubt Dramatic irony Enlightenment</p>	<p>Inductive reasoning Metaphysical poetry Paradox</p>
---	---	--

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

Argumentation Authorial intent Blank verse Conceit Dissent	Ethics Fate Free will “In medias res”	Personification Rationalism Satire Tragic flaw
--	--	---

TECH SKILLS

- I CAN...**
- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
 - Find pertinent research by searching appropriate keywords in databases.
 - Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.
 - Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.
 - Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.

SEMESTER 2 (UNITS 4-6)

Unit 4: 18th Century/Early 19th Century

ENDURING UNDERSTANDING(S):
 Students determine the role nature plays in eighteenth- and early nineteenth-century literature.

ESSENTIAL QUESTIONS:

- What is the relationship between art and nature in 18th/Early 19th Century Literature.
- How are narrative digressions, idiosyncrasies, exaggerations, and biases used in 18th/Early 19th Century Literature?
- How is the role of the narrator as a character and as a storyteller used in 18th/Early 19th Century Literature?
- What is the role of the supernatural in the literary works read in this unit?
- How are questions of free will, fate, human conflict, and loss presented in 18th/Early 19th Century Literature?

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.6 - Discern an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.1 – Persuasive
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
- b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.
- L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Observe hyphenation conventions.
 - b) Spell correctly.

I CAN... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
 - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.5

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Identify the structure of the text.
- Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
- Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RI.5
 - Identify the way an author organizes or structures a text.
 - Determine if the text’s message is clear, convincing, and interesting.
- RI.6 Determine an author’s point of view or purpose in a text.
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a text.
 - Explain how an author’s style (ex: figurative language; the way words are used) and content either add or detract to their overall message.
- RI.9 Analyze a variety of texts from different time periods to determine their historical and literary significance.
 - Evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims, which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.4
 - Write papers which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.6
 - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.1
 - Initiate discussion or bring up different perspectives in my group.
 - Work with my peers to create effective and fair discussion expectations.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Refer to evidence from research during a discussion on a specific topic.
- Appropriately pose and respond to questions in a group setting.
- Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
- Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
- Summarize my peers' points and appropriately agree or disagree with those points.
- Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - Reference works to check more complicated grammar usage
- L.2
 - Capitalize, punctuate, and spell correctly in my written work.
 - Correctly use hyphenation in compound adjectives (ex. long-term relationship).
 - Correctly use hyphenation for word groups (forty-four)
 - Correctly use hyphenation in order to clarify confusing word groups (re-sign a contract, not resign).
 - Divide line breaks at hyphenations in words only.
 - Observe that the rules of hyphenation are in flux.
 - State the difference between a hyphen and a dash.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Novels

- Emma (Jane Austen) [Link](#)
- Gulliver's Travels (Jonathan Swift) [Link](#)
- Robinson Crusoe (Daniel Defoe) [Link](#)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- The Sufferings of Young Werther (Johann Wolfgang von Goethe) [Link](#)
- The Surprising Adventures of Baron Munchhausen (Rudolf Erich Raspe) [Link](#)
- The Vicar of Wakefield (Oliver Goldsmith) [Link](#)

Poetry

- Auguries of Innocence [Link](#)
- Songs of Innocence and of Experience (William Blake) (EA) (selected poems) [Link](#)
- In Memoriam A. H. H. (Alfred, Lord Tennyson) [Link](#)
- Ode on Indolence and Ode on a Grecian Urn (John Keats) (excerpts) [Link](#)
- The Deserted Village (Oliver Goldsmith) [Link](#)
- Tintern Abbey, London, 1802, The World is Too Much with Us, Ode: Intimations of Immortality (William Wordsworth) (excerpts) [Link](#)

Short Stories

- Micromégas (Voltaire) [Link](#)

Informational Texts

Biographies

- The Life of Samuel Johnson (James Boswell) [Link](#)

Nonfiction

- Preface to Lyrical Ballads (William Wordsworth) [Link](#)
- The Diary of Samuel Pepys (Samuel Pepys) [Link](#)

Art, Music, and Media

Art

- Frederic Edwin Church, Morning in the Tropics (1877) [Link](#)
- Henri Fuseli, The Nightmare (1781) [Link](#)
- Jean Honoré-Fragonard, The Progress of Love: The Pursuit (1771-1773) [Link](#)
- John Constable, Seascape Study with Rain Cloud (1827) [Link](#)
- John Singleton Copley, Watson and the Shark (1778) [Link](#)
- Théodore Géricault, The Raft of the Medusa (1818-1819) [Link](#)
- William Blake, The Lovers' Whirlwind (1824-1827) [Link](#)
- Clueless (1995)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Reading Poetry, Oral Presentation:** Recite one of the poems in this unit from memory. Include an introduction that discusses how the poem relates to the natural world.
- **Art, Speaking and Listening:** Examine and discuss the artworks listed. Begin by viewing the Church, Copley, and Constable paintings. How did artists of this period frame the relationship between man and nature? Where does man belong in these images—or does he even belong? Now compare the Géricault and the Fragonard. What do you see in these images? Which painting do you believe would be more “typical” of the period? Which looks more romantic in style to you, and why? Do you believe these images were painted for “art’s sake,” or for a larger social purpose?

WRITING FOCI: Quarter 3 - Argumentative

Argument

- Examine a text from this time period, analyzing the author’s view of imperialism or colonization. Make a statement about the author’s personal beliefs and argue whether those beliefs are against or in line with the cultural attitudes of the time.
 - Does *Robinson Crusoe* reveal Defoe’s point of view on imperialism or colonization? Why or why not? Alternatively, you may consider what *Robinson Crusoe* suggests about the author’s view of human nature. Is this a reflection of the period in which it was written, or do you think Defoe’s view represents a departure from the established beliefs of his day?
- Select a poem and find a key line you believe is the main argument or theme of the poem. In an organized, textually supported paper, explain your reasoning.
 - Explicate “Ode on Indolence.” Agree or disagree with Keats: “This (Indolence) is the only happiness; and is a rare instance of advantage in the body overpowering the Mind.”

Additional prompts can support reading standards and/or units

Informational

- Discuss the impact of literary devices in the literature of this time. Use examples from the text to show the literary devices’ role within the text and their impact on a particular theme or contextual element of the literature.
 - What point of view is revealed by Swift’s allegory in *Gulliver’s Travels*? How does his allegory satirize human behavior and human history? Are Swift’s views reflective of the beliefs of his day?
 - How does Tennyson’s *In Memoriam A.H.H.* use nature to express metaphorically human feelings and emotions? What point of view is Tennyson revealing?

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Read the poems “London, 1802” and “The Deserted Village.” What values and concerns do they share and how do they use literary devices to reach the reader?
- Compare and contrast the themes found in *Gulliver’s Travels* and “Micromégas.” Do the texts share similar messages? Do they use satire in the same way? How does Swift’s allegory compare to Voltaire’s science fiction?
- Compare the science fiction elements in Voltaire’s “Micromégas” and one of the tall tales in *The Surprising Adventures of Baron Munchhausen*. How does the science fiction genre enable the authors to express their ideas?
- Read selected poems from Blake’s *Songs of Innocence and Experience*. Consider biblical allusion to explain the relationship between Innocence and Paradise. How is Experience a metaphor for the Fall of Man?

Narrative

- Write a satirical short story where an unknown visitor arrives in your hometown or state or nation. Using narrative elements, expose and provide pointed, critical commentary through humor, irony, or exaggeration.
 - Write a new chapter for *Gulliver’s Travels* where Gulliver arrives in your hometown. Using narrative elements, share his story of the visit and what he learned from it.
- Research the three forms of poetic ode: the Pindaric, Horatian, or Irregular. Select one of these forms and write an ode to a person, place, or item. Prove your understanding of form and theme through your use of meter, rhyme, literary devices, and other poetic elements.
 - Write “Ode to the East Wind” in the style of Shelley’s “Ode to the West Wind.” Write your poem as a counterpoint to his ode’s arguments and imagery.

Research

- Examine how the ideas and philosophies of the Enlightenment spread to non-European regions of the world during the 18th century and beyond. Focus your paper on who continued to spread these ideas, and how the themes and beliefs of Enlightenment philosophers adapted and changed for new cultures.
- In a well-organized paper, explore conflicts (societal, economic, philosophical, etc.) occurring during the 18th and early 19th centuries which influenced authors and their works. Make clear connections between these conflicts and their impact on the literature, using evidence from literary texts as support.

VOCABULARY

Allegory Allusion Assonance Defamiliarization Digression Elegy	Grotesque Metaphor Moral imperative Narrative devices Pastoral Satire	Science fiction Sturm und drang Supernatural Tall tale Unreliable narrator
---	--	--

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.

Unit 5: 19th Century

ENDURING UNDERSTANDING(S):

Students explore how romantic and Victorian literature embodies the tension between art for art’s sake and art as a response to social and cultural conflict?

ESSENTIAL QUESTIONS:

- What is the tension between art for art’s sake and art as a response to social and cultural conflict, as expressed in the works of this unit?
- What are common tendencies, contradictions, outliers, and subtleties of the romantic and Victorian periods in literature?
- How does the poetry of this period reflect both on the human psyche and on the state of civilization?
- How do the forms of the poems in this unit contribute to their meanings?
- How do the works of this period show signs of early modernism?
- What are elements of romanticism and gothic romanticism in works of literature?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.
 - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

I CAN... (student-friendly language)

- RI.1
 - Identify and examine areas the text left open for interpretation.
 - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that around found in a text and put them into the correct sequence.
- RI.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.
 - Identify the similarities and differences between various accounts of a subject.
 - Determine which parts from different sources can be used together to effectively make a point.
- RL.2
 - Identify the main ideas or the themes of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Analyze how a text portrays a theme, including how it is connected to other themes.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
 - Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
 - Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.6
 - Distinguish what is stated from the subtext.
 - Distinguish elements of satire used to portray point of view.
 - Determine point of view.
- W.2 - Expository/Informative
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Outline and organize an essay on a specific topic.
- Write a clear thesis statement.
- Use formatting to logically organize my essay.
- Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
- Choose the most relevant facts to use in support of a claim from a variety of choices.
- Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
- Correctly format/embed visuals and graphics into an APA style essay.
- Explain my thoughts in a logical order to support the evidence of my thesis.
- Apply appropriate and varied transition words effectively in my writing.
- Determine what style and tone are appropriate for the audience of my writing.
- Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
- Use literary devices such as metaphors, similes, and analogies to help explain an idea.
- Provide a strong closing statement or paragraph which supports my thesis.
- W.3 - Narrative
 - Capture a reader’s attention with an effective narrative hook.
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.
 - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
 - Effectively organize narrative plot elements.
 - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
 - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
 - Create an engaging narrative using precise, descriptive language and sensory details.
 - Provide an effective and satisfying conclusion to a narrative piece.
- W.4
 - Write papers which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.5
 - Follow the steps of the writing process to strengthen my writing.
 - Prioritize the steps of the writing process for assignments with a condensed timeline.
 - Make myself a formative element within another author’s writing process (peer review).
- W.7
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Determine which sources are most effective to answer a posed research question.
- Effectively integrate research in my writing, while citing that research accurately.
- Minimize my use of a single resource in comparison to others.
- Balance research with my own ideas and commentary within a paper.
- Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- SL.3
 - Identify a speaker's points or claims.
 - Connect key points or claims to specific persuasive techniques.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- L.4
 - Figure out and define unknown words.
 - Clarify the difference between words with multiple meanings.
 - Use roots or cultural knowledge to determine a word's meaning.
 - Use context clues to determine a word's meaning.
 - Recognize dialect or idiomatic expressions within a piece of literature.
 - Identify how words will change to become different parts of speech.
 - Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
 - Find information on how to pronounce a word.
 - Check whether my guess at a word's definition is correct and change my definition as needed.
- L.5
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
 - Recognize words that have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

Literary Texts

Children's Literature

- Alice's Adventures in Wonderland (Lewis Carroll) [Link](#)
- Peter and Wendy (J. M. Barrie)
- The Jungle Book (Rudyard Kipling) [Link](#)

Drama

- A Doll's House (Henrik Ibsen) (E) [Link](#)
- Faust (Johann Wolfgang von Goethe) (excerpts, e.g., the opening) [Link](#)
- The Importance of Being Earnest (Oscar Wilde) (E) [Link](#)
- The Sunken Bell (Gerhart Hauptmann) (OOP)

Novels

- A Christmas Carol (Charles Dickens) [Link](#)
- A Passage to India (E. M. Forster)
- Dracula (Bram Stoker) [Link](#)
- Frankenstein (Mary Shelley) [Link](#)
- Hard Times (Charles Dickens) (excerpts) [Link](#)
- Heart of Darkness (Joseph Conrad) [Link](#)
- Jane Eyre (Charlotte Brontë) (E) [Link](#)
- Sense and Sensibility (Jane Austen) [Link](#)
- The Hunchback of Notre Dame (Victor Hugo) [Link](#)
- The Picture of Dorian Gray (Oscar Wilde) [Link](#)
- The Red and the Black (Stendhal)
- The Three Musketeers and The Count of Monte Cristo (Alexandre Dumas) [Link](#)
- The Time Machine (H. G. Wells) [Link](#)
- Twenty Thousand Leagues Under the Sea (Jules Verne) [Link](#)
- Wuthering Heights (Emily Brontë) [Link](#)

Poetry

- Childe Harold's Pilgrimage (George Gordon, Lord Byron) [Link](#)
- Dover Beach (Matthew Arnold) [Link](#)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Goblin Market (Christina Rossetti) (EA) [Link](#)
- Love Among the Ruins (Robert Browning) [Link](#)
- Sonnet 43 (Elizabeth Barrett Browning) [Link](#)
- Spring and Fall (Gerard Manley Hopkins) [Link](#)
- The Ballad of Reading Gaol (Oscar Wilde) (EA) [Link](#)
- The Flowers of Evil (Charles Baudelaire) (selections) [Link](#)
- The Rime of the Ancient Mariner (Samuel Taylor Coleridge) [Link](#)

Informational Texts

Nonfiction

- Culture and Anarchy (Matthew Arnold) (excerpts) [Link](#)
- Reveries of a Solitary Walker (Jean-Jacques Rousseau) (excerpts) [Link](#)
- Tallis's History and Description of the Crystal Palace, and the Exhibition of the World's Industry in 1851 (John Tallis)
- The Decay of Lying (Oscar Wilde) (EA) [Link](#)
- The Origin of Species (Charles Darwin) (excerpts) [Link](#)

Art, Music, and Media

Art

- James McNeill Whistler, Arrangement in Gray and Black: The Artist's Mother (1871) [View](#)
- James McNeill Whistler, Mother of Pearl and Silver: The Andalusian (1888-1900) [View](#)
- James McNeill Whistler, Symphony in Flesh Colour and Pink: Portrait of Mrs. Frances Leyland (1871-1874) [View](#)
- James McNeill Whistler, Symphony in White, No. 1: The White Girl (1862) [View](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Memorize and recite a poem from this unit (or a two-minute passage from a long poem). Include an introduction that discusses how the poem's structure and form contributes to its meaning.
- Examine the four paintings by James McNeill Whistler. As you have done throughout this unit, describe with partners the small details and specific elements you can see in each painting. What do you find when you closely examine each painting? What has Whistler done to capture your attention? What draws you into the painting: the color, mood, line, texture, or light? How might these artworks show signs of early modernism? Are these paintings "art for art's sake"? Why or why not?

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

WRITING FOCI: Quarter 3 - Argumentative; Quarter 4 = Research

Argument

- Compare two texts from this time period. Use textual evidence to argue an original thesis examining the characters, plot, theme, literary devices, or social/cultural commentary present within the works.
 - Consider the horror novels *Dracula* and/or *Frankenstein*. Is the purpose of these texts to entertain us with horror and heighten our senses, or to serve as social commentary?
 - Consider *The Three Musketeers* or *Twenty Thousand Leagues Under the Sea* as adventure novels. Do these texts serve the reader as a means of entertainment? Or are they meant to illustrate a social statement and moral message?
 - Compare and contrast in a balanced argument *Wuthering Heights* or *Jane Eyre* with *Frankenstein* or *Dracula*. All are considered gothic novels. What characteristics make them gothic? Does the gothic motif serve as a source of entertainment, or does it help illustrate social commentary?
 - Some people believe Victorians “invented” childhood through art and literature. Is childhood a product of nature and science, or is it socially engineered? What qualities of childhood are illustrated by the children’s classics *Peter and Wendy* or *Alice’s Adventures in Wonderland*? What social conventions are these texts responding to? What literary devices are used to respond to the adult world of the Victorian era?
- Is it helpful or misleading to define literature in terms of trends and movements, such as romanticism?
- Examine and discuss how a text from this period illustrates thematic conflict, arguing which theme the author more effectively utilizes in the text.
 - In *Wuthering Heights*, Catherine has to choose between nature and culture. Explain how this is illustrated in the text. Is this a moral choice?
 - How do the poems of this unit—especially those by Arnold, Baudelaire, Hopkins, Wilde, and Robert Browning— grapple with hope and despair? By the end of the poems selected, does hope or despair triumph?
- Explore a changing social norm or expectation from this time period and, in an original thesis, argue its appearance and treatment in literature.
 - Ibsen’s *A Doll’s House* is considered by some to be the first feminist play. Do you agree or disagree with this designation? What do we mean when we call a piece of literature feminist? Do we make such a judgment according to today’s standards or according to the standards in the day the text was written?
 - According to Charles Darwin: “Of all the differences between man and the lower animal, man’s sense of moral conscience is by far the most important.” Do you agree with Darwin? Consider *Heart of Darkness*. Does this novel support or challenge Darwin’s idea?

Research

- In an organized and well-written research paper, explore the life of a Romantic poet. Teach the reader about the events in the poet’s life which led them to become recognized within the literary movement, their authorial successes/failures, and the personal experiences they referenced in their work.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Research the life of a European leader or monarch from the mid- to late-19th century. In a well-organized paper, discuss their impact on history, society, and the arts.
- Explore documents from the University of Cambridge Library’s collection of Darwin’s manuscripts (http://cudl.lib.cam.ac.uk/collections/darwin_mss). In your paper, explore how Darwin’s research has been perpetuated today and how it has influenced modern scientific theory or practices.

Additional prompts can support reading standards and/or units

Informational

- How does the literature of the romantic and Victorian eras show tension between art for art’s sake (where art includes literature) and art as a response to social and cultural conflict?
- Examine and inform how the values found in specific literary movements are illustrated through literature of this time period.
 - H. G. Wells called himself a socialist. How does *The Time Machine* illustrate socialist values? Does this text maintain the tradition of the Victorian novel? How?
 - Consider *The Jungle Book* as an allegorical tale. What lessons do the laws of the jungle teach the reader? How does the text demonstrate romanticism through science?
 - Charlotte Brontë once said, “Conventionality is not morality.” How is this statement illustrated in her novel *Jane Eyre*? Consider the text as a gothic novel. How do its gothic characteristics help convey its themes?
 - Trace the distinction between logic and emotion in *Sense and Sensibility*. How does this text demonstrate itself as a romantic novel? Compare or contrast its depiction of class and gender hierarchies to another text in this unit.
- Examine a specific character and their inner conflict. Use textual evidence to explain how this conflict is developed over the course of a text.
 - Compare the moral conflict of Julien Sorel in *The Red and the Black* and Nora Helmer in *A Doll’s House*. What are their similarities and differences?
 - How is the creation of “Earnest” in Wilde’s *The Importance of Being Earnest* an example of backlash against the social values of the time?

Narrative

- Select a passage from a Gothic novel and rewrite the scene from the villain’s perspective. Use narrative elements to maintain the tone and theme of the scene.
 - Using details from *Jane Eyre*, write a short narrative from Bertha’s perspective, exploring one of her key moments in the original narrative (e.g. lighting Rochester’s bed on fire, seeing Jane’s wedding dress, etc.).
- Select a poem from this literary period and rewrite it in prose form. Use narrative elements such as dialogue, imagery, symbolism, and other literary devices to maintain the tone or theme of the original poem.
 - Rewrite “The Goblin Market” as a short story. Use dialogue and strong descriptive language to maintain the narrative and thematic elements of the original poem.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

VOCABULARY		
Antihero Adventure Caste systems Decadence Edwardian Feminism Foreshadowing	Framed narrative Gender Gothic Horror Narrator Romanticism	Scientific rationalism Social satire Sprung rhythm Symbol Victorian Worldview
TECH SKILLS		
<p>I CAN...</p> <ul style="list-style-type: none"> • Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach. • Find pertinent research by searching appropriate keywords in databases. • Recognize, explain, and avoid plagiarism. • Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.). 		

Unit 6: 20th Century

ENDURING UNDERSTANDING(S):

Students learn how the twentieth century might be regarded as the Age of Anxiety.

ESSENTIAL QUESTIONS:

- How do aspects of modernism (such as anxiety) fit in their historical context.
- How are form and meaning both broken down and affirmed in modernist literature?
- How are the problems inherent in fashioning a perfect person or society manifest in dystopian literature?
- How poems in this unit reflect on poetry itself and its possibilities?
- How are musical allusions and their meanings manifest in twentieth-century poetical works?
- How is absurdist and existential philosophy applied to literature and theater?

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- W.1 - Persuasive
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
 - b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

I CAN... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA formatting.
 - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
- RL.7
 - Read and/or watch multiple portrayals of a story, drama, or poem.
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text's intent.
- RL.9
 - Read a variety of American literature, crossing genres and time periods.
 - Show how two or more texts from the same time period examine the same theme or topic.
- RI.1
 - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
 - Identify and examine areas the text left open for interpretation.
- RI.3
 - Determine the organization of an author's main points, ideas, or textual events.
 - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
 - Explain how characters, ideas, or events interact and develop throughout the text.
- RI.5
 - Identify the way an author organizes or structures a text.
 - Determine if the text's message is clear, convincing, and interesting.
- RI.8
 - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
 - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
 - Identify and evaluate the impact a specific historic text has over time.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- W.4
 - Write papers which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.6
 - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.1
 - Initiate discussion or introduce different perspectives in my group.
 - Work with my peers to create effective and fair discussion expectations.
 - Refer to evidence from research during a discussion on a specific topic.
 - Appropriately pose and respond to questions in a group setting.
 - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
 - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.2
 - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.6
 - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
 - Independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- Antigone (Jean Anouilh)
- Caligula (Albert Camus)
- Hamlet (William Shakespeare) [Link](#)
- King Lear (William Shakespeare) [Link](#)
- Mother Courage and Her Children (Bertolt Brecht)
- Pygmalion (George Bernard Shaw)
- Rhinoceros (Eugene Ionesco) (E)
- Waiting for Godot (Samuel Beckett)

Novels

- 1984 (George Orwell)
- All Quiet on the Western Front (Erich Maria Remarque)
- Brave New World (Aldous Huxley)
- Briefing for a Descent into Hell (Doris Lessing)
- Pan: From Lieutenant Thomas Glahn's Papers (Knut Hamsun) [Link](#)
- Steppenwolf (Hermann Hesse)
- The Mayor of Casterbridge (Thomas Hardy) [Link](#)
- The Metamorphosis (Franz Kafka) (E) [Link](#)

Poetry

- Archaic Torso of Apollo (Rainer Maria Rilke) [Link](#)
- Conversation with a Stone (Wisława Szymborska)
- Counter-Attack (Siegfried Sassoon)
- Dreamers (Siegfried Sassoon) [Link](#)
- Four Quartets (T. S. Eliot) (EA)
- Poem of the Deep Song (Federico García Lorca) (selections)
- Suicide in the Trenches (Siegfried Sassoon)
- The Age of Anxiety: A Baroque Eclogue (W.H. Auden) (EA)
- The Daffodil Murderer (Siegfried Sassoon)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- The Darkling Thrush (Thomas Hardy) [Link](#)
- The Old Huntsman (Siegfried Sassoon)
- The Second Coming (William Butler Yeats) [Link](#)
- The Wasteland (T. S. Eliot) (EA) [Link](#)

Informational Texts

Essays

- Crisis of the Mind (Paul Valéry)
- The Fallacy of Success (G.K. Chesterton) (E)

Nonfiction

- Letters to a Young Poet (Rainer Maria Rilke)
- The Courage to Be (Paul Tillich) (excerpts)
- The Ego and the Id (Sigmund Freud) (excerpts)
- Thus Spoke Zarathustra (Friedrich Wilhelm Nietzsche) [Link](#)

Speeches

- Their Finest Hour (House of Commons, June 18, 1940) (Winston Churchill) (EA)

Art, Music, and Media

Art

- Georges Braque, Candlestick and Playing Cards on a Table (1910) [View](#)
- Henri Matisse, Blue Nude (1952) [View](#)
- Joan Miró, The Potato (1928) [View](#)
- Kurt Schwitters, Untitled (Oval Construction) (1925) [View](#)
- Pablo Picasso, Reading at a Table (1934) [View](#)
- Piet Mondrian, Composition No. III (1921, repainted 1925) [View](#)

Music

- Flamenco guitar music (such as that performed by Carlos Montoya or Paco Peña)
- Ludwig van Beethoven, String Quartet No. 15 in A Minor, Op. 132 (1825)

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- Examine the Picasso, Matisse, Mondrian, and Miró images. Do these works of art have anything in common? Do they depict anything you recognize? Do you think they were made for a particular buyer, a patron, or just because the painters wanted to make them? How might you categorize each work, besides “abstract”? How has the artist evolved by the twentieth century to be an untethered individual? Can you see how these artists might be driven by their own artistic tendencies or desires? What are these paintings “about”?
- Memorize and recite a one- to two-minute passage from one of the texts. Include an introduction that discusses one of the following issues: How the passage deals with the question of meaning and meaninglessness? How the passage comments, directly or indirectly, on historical events?

WRITING FOCI: Quarter 4 - Research

Research

- Examine the historical context surrounding a dystopian work from this literary time period. Explore how the author implemented historical details in the creation of their narrative work. If necessary, read essays or critical articles by the author discussing their decisions to aid you in your research.
- Research a person or event from World War I or World War II. Teach the reader about your topic, including how that person or event resonates in today’s modern world.

Additional prompts can support reading standards and/or units

Argument

- Examine an existential literary work from this unit. In an organized paper, discuss how specific elements and examples from the text promote existentialism.
 - Paying close attention to the storm scenes and the role of the fool in *King Lear*, how could the play be regarded as an existential work?
 - “The Second Coming” is an allegorical poem that describes the state of Europe after World War I. How do the metaphors in the poem convey meaning? Does the poem reveal an existential world view? Why or why not?
 - Paying close attention to Hamlet’s soliloquies, how can *Hamlet* be regarded as a work of existentialism? How does it apply to Auden’s concept of anxiety?
- Explore a literary work which challenges the reader to consider the attempted creation of utopian or the rise of dystopian societies. How does the author of the work explore the socioeconomic, political, religious, or moral dilemmas raised in the society, and how does the society influence the characters of the work and their personal conflicts?
 - Was Orwell’s classic novel *1984* prophetic? Consider the rise, fall, and endurance in the twentieth century of political regimes that restrict personal freedoms.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

Informational

- Why (in literature) might the twentieth century be regarded as the Age of Anxiety? Use examples from literary works, as well as historical context to support your answer.
 - How does Auden’s “September 1, 1939” (in *The Age of Anxiety*) shed light on the works studied in this unit?
 - Compare and contrast how both *The Mayor of Casterbridge* and *Pygmalion* are concerned with fashioning the perfect individual. How do these texts conform to Auden’s *Age of Anxiety*?
- Examine how an author reworks classical stories or themes to reach a specific audience. Consider how historical context may affect an enduring story or theme.
 - Examine how the author reworks classical stories and themes in Anouilh’s *Antigone* and/or Camus’ *Caligula*. Consider how historical context affects an enduring story or theme.
 - Compare Anouilh’s *Antigone* with Sophocles’s *Antigone* (which students read in ninth grade).
 - Consider *Mother Courage and Her Children* as an allegorical, moral tale where war is depicted as a business. What moral is presented by the story and how does the play’s parallelism of early morality plays influence this moral?
 - Consider musical allusions and their contribution to the meaning of twentieth-century poetical works using Eliot’s *Four Quartets* and/or Lorca’s *Poem of the Deep Song*. What musical characteristics highlight the themes in the poetry?
- How did authors from this literary period incorporate elements of existentialism into their literary works?
 - How did Sassoon’s war-era poetry contribute to the shaping of existentialism as a philosophy?
 - Hesse is a master of blending fantasy and reality. He claims his novel *Steppenwolf* has been “violently misunderstood.” Consider it as an existential novel. Why could it easily be misunderstood?
 - How is Gregor Samsa’s transformation in *The Metamorphosis* a metaphor for the existential experience?
 - How do *All Quiet on the Western Front* and Sassoon’s war poems influence and contribute to the existential movement?
- Examine how dystopian works provide commentary on both cultural and historic contexts of the period in which the work was written. Use examples from the literary text to support connections made.
 - What social values are discarded in the dystopian works *1984* and/or *Brave New World*?
 - Relate the loss of hope and despair to one of the dystopian novels in this unit to Hardy’s poem “The Darkling Thrush.” From where does this hopelessness derive in both texts?
 - Compare the outcasts in two dystopian works in this unit, such as *1984* and *Brave New World*. How are their struggles different? How are they similar?

Narrative

- Write a narrative or script in which two warring perspectives are forced into a discussion with each other. Use dialogue to enhance the tension and characterization of your scene.
 - After reading samples of Freud’s work, write a short scene in which the Id and Ego argue over a decision. Use details from Freud’s work to ensure the Id and Ego do not act out of character.
 - Write a short story in which the Director of the Hatchery and John are forced to confront each other. Use narrative elements such as dialogue, figurative language, and characterization in your story.

KPBSD ELA CURRICULUM

12th GRADE – EUROPEAN LITERATURE

- Rewrite a key scene from one of the plays listed in this unit, modernizing the setting, characters, and possibly the language. Maintain the original scene’s tone and theme in your modern interpretation. In addition to your new scene, write a short paragraph which explains the choices you made to adapt the scene and why you feel the original themes will still resonate with a modern audience.

VOCABULARY

Absurd
Affirmation
Anxiety
Dystopia
Existentialism

Free verse
Modernism
Negation
Neologism
Postmodernism

Rhetorical device
Satire
Totalitarianism
Understatement

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Recognize, explain, and avoid plagiarism.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).