**Name of Course**

**English (British literature)**

**Course Level: Grade 12**

**COURSE DESCRIPTION:**

The English course is designed for students who are obtaining an American High School Diploma. Teachers will familiarize the students with the British Literature, including short stories, poetry, drama, and novel .Writing skills are also taught through the study of vocabulary, grammar, and essays

The course introduces students to the scope of the British literature from the 17th century to the present. Students will study this through readings that include: the tragedy of Macbeth, Outstanding Short Stories, selections of poems, etc .

I) Reading Analysis:

The student will be able to do the following:

a) Read, comprehend, and critique literary works.

b) Identify text organization and structure.

c) Identify text organization and supporting ideas.

d) Explain similarities and different writing techniques and literary forms represented in the different cultures and eras.

e) Identify universal themes prevalent in literature of different cultures

f) The student will read and analyze a variety of poetry by comparing and contrasting the figures of speech, rhyme, rhythm and sound to convey a message. Compare and contrast the ways in which poets use techniques to evoke emotion in the reader. Interpret and paraphrase the meaning of selected poems.

II) Writing:

The students will write in a variety of forms, with an emphasis on persuasion

a) Generate, gather, plan and organize ideas for writing.

b) Develop a focus for writing.

c) Organize ideas in a logical manner.

d) Elaborate ideas clearly and accurately.

e) Adapt content, vocabulary, voice, and tone to audience, purpose and situation.

f) Revise writing for accuracy and depth of information.

h) Proofread final copy and prepare document for intended audience and purpose.

**COURSE OBJECTIVES:**

The aims of the course are to provide the student with a better understanding of the British Literature and the way of life that prompted it; to provide students with a better understanding of English Grammar & Usage; to provide students with writing skills through original, expository and creative writing. Vocabulary development is also included.

**PREREQUISITES:**  completion of English grade 11

**REQUIRED MATERIALS & TEXTBOOKS :**

**1)** My Perspective ( British Literature )

2) Vocabulary booklet

3) Grammar and Language Workbook, Mc Graw Hill, 2014

***Explanation of Topics***

**1- Vocabulary Builder** unit 1 to 5

**\* Objectives:**

1) Inferring meaning from context

2) Target words in reading and literature

3) Find and understand related words as well as synonyms 4) Analyze word parts.

**2- The Tragedy of Macbeth**

**\* Objectives:**

1) Introducing the concept of drama to the students.

2) Helping them to identify the two basic parts of drama, staging and scripting.

3) Explain the elements of character, setting, and plot.

4) Help them to recognize how stage directions help the reader to understand a play’s setting, mood, character, plot and theme .

**3-A selection of poems:**

**Sonnets 60 / 12/73**

**Sonnet Ozymandias as independent study**

**\* Objectives:** The student will be able to do the following:

1) Read and analyze a variety of kinds of poetry.

2) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.

3) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.

4) Interpret and paraphrase selected poems.

**4- A selection of short stories**

**\* Objectives:** Introduce the students to universal themes.

**5- Grammar, usage and Mechanics**.

Different types of Pronouns

1-Pronouns and Antecedents

2-Personal Pronouns

3-Possessive Pronouns

4-Reflexive and Intensive Pronouns

5-Demonstrative Pronouns

6-Interrogative and Reflexive Pronouns

7-Indefinite Pronouns

**\* Objectives:** Use pronouns in a correct way. Avoid unclear pronoun references or shifts in pronouns.

**6- Introduce writing an essay**

**\* Objectives:** Basic strategies for answering an essay question.

- Brainstorming

- Clustering

- Using Matrix

-Outlining

**Duration:**

7 weeks

**Quarterly Exam**

**1- Vocabulary Builder** unit 6 to unit10

**\* Objectives:**

1) Infer meaning from context.

2) Target words in reading and literature.

3) find and understand related words as well as synonyms.

4) Analyze word parts

**My Perspective:**

**- Reading Literary Non-Fiction "Defending non-violent resistance” Ghandi**

**\* Objectives:** Introduce the students to the concept of literary Non-Fiction. Students will learn to monitor comprehension, interpret, understand satire, and understand the writer's style.

**Novel “Pride and Prejudice”**

**Objectives:**Students would be able to:

**1-Literary Study:**

Analyzing dialogue.

**2-Reading:**

Analyzing characterization.

**3-Poetry:**

**A selection of poems**: **Holy sonnet 10**

**\* Objectives:** The student will read and analyze a variety of kinds of poetry.Compare and contrast the use of rhyme, rhythm, and sound to convey a message .Compare and contrast the ways in which poets use techniques to evoke emotion in the reader. Interpret and paraphrase selected poems**.**

**4-Grammar, usage and Mechanics.**

Parts of speech :

Verbs

Past simple (Regular and Irregular Verbs)

Future Tense

Perfect Tenses

Present Perfect Tense

Past Perfect Tense

Future Perfect Tense

Progressive and Emphatic Forms

**\* Objectives:** Use tenses in a correct way in writing.

**5-Writing:**

**Persuasive Essay**

**\* Objectives:**

Framework for a persuasive essay

Supporting your opinion

Logical appeals

Reasons

Evidence

Sources of reasons and evidence

Evaluating and revising your persuasive essay

**Duration**

7 weeks

**1st Semester Exam**

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**1- Vocabulary Builder** unit 11to unit 15

**\* Objectives:**

1) Infer meaning from context.

2) Target words in reading and literature.

3) find and understand related words as well as synonyms.4) Analyze word parts.

**2-My perspective:**

**Novel: Gulliver’s Travels**

The second coming

**Objectives:**

Students would be able to:

**1-Literary Study:**

Analyzing dialogue.

**2-Reading:**

Analyzing characterization.

**A selection of poems**: **Holy sonnet 10**

**\* Objectives:**

The student will read and analyze a variety of kinds of poetry.

Compare and contrast the use of rhyme, rhythm , and sound to convey a message .Compare and contrast the ways in which poets use techniques to evoke emotion in the reader . Interpret and paraphrase selected poems.

**4-Writing Descriptive essays:**

**\* Objectives:** Write a unified , coherent &vivid description

**5-Grammar, usage and Mechanics**

Subject – Verb Agreement and Linking Verbs

Subject – Verb Agreement and Intervening Prepositional Phrases

Subject-Verb Agreement and Agreement with Adjective clauses

**Duration**

8 weeks

**Quarterly Exam**

**1- Vocabulary Builder** unit 16 to unit 20

**\* Objectives:**

1) Infer meaning from context.

2) Target words in reading and literature.

3) find and understand related words as well as synonyms.

4) Analyze word parts.

My Perspective:

Reading short story:

" The Demon Lover"

“Mrs. Dalloway”

Objectives: Short story

Literary study:

Analyzing motivation.

Reading :

Connecting to contemporary issues.

Analyzing literature across genres.

3-Poetry:

**A selection of poems**: London

The world is too much with us

**\* Objectives:**  The student will read and analyze a variety of kinds of poetry.

Compare and contrast the use of rhyme, rhythm , and sound to convey a message .Compare and contrast the ways in which poets use techniques to evoke emotion in the reader . Interpret and paraphrase selected poems.

**4- Grammar, usage and Mechanics.**

Parts of speech :

I) Adjectives

* Identifying adjectives.
* Using forms of adjectives.
* Articles.
* Proper adjectives.

II) Adverbs

* Adverbs modifying verbs.
* Adverbs modifying adjectives.
* Adverbs modifying other adverbs.
* Conjunctive adverbs.
* Modifiers –dangling modifiers
* Run-on sentence
* Sentence fragment

**\* Objectives:** Students learn how to use adjectives and adverbs in a correct manner. Use the superlative and comparative correctly.

**5-Writing Narrative Essay**

**\* Objectives:**

* Prewriting
* Thinking of the described event
* Developing ideas

**Duration**

9 weeks

**2nd Semester Exam**

**COURSE EVALUATION**

**Quarter Grades:**

40% : Final Exam

20% : weekly quizzes

20% : Assignments

10% : Projects

10% : Classwork

**Semester Grade:**

50% : 1st Quarter

50% : 2nd Quarter

**Yearly Grade:**

50% : 1st Semester

50% : 2nd Semester