British Literature

Semesters: 1 **Grade(s):** 9-12

Prerequisite(s): none

Students read and respond to historically or culturally significant works of British literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes, structural features, and narrative literary elements and devices. Students produce writing and projects in response to literature, including biographical/autobiographical, creative, persuasive, literary analysis, technical, and research.

Course Competencies

British Literature	
Competency 1	Analyze recognized works of world literature, with an emphasis on British literature.
Sub-Topics	1. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern). 2. Relate literary works and authors to the major themes and issues of their eras. 3. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings. 4. Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
Competency 2	Write fictional, autobiographical, and/or biographical narratives. Can include reflective compositions.
Sub-Topics	1. Narrate a sequence of events and communicate their significance to the audience. 2. Locate scenes and incidents in specific places. 3. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. 4. Pace the presentation of actions to accommodate temporal, spatial, & dramatic mood changes. 5. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
Competency 3	Produce responses to literature.
Sub-Topics	1. Demonstrate a comprehensive understanding of the significant ideas in works or passages. 2. Analyze the use of imagery, language, universal themes, and unique aspects of the text. 3. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. 4. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. 5. Identify & assess the impact of perceived ambiguities, nuances, & complexities with the text.
Competency 4	Produce persuasive compositions, presentations, and/or demonstrations.
Sub-Topics	1. Structure ideas and arguments in a sustained and logical fashion. 2. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion/ ethical belief; relate personal anecdote, case study, or analogy). 3. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

	4. Address readers' concerns, counterclaims, biases, and expectations. 5. Back up claims with research, citing sources using MLA, APA, or other standard format.
Competency 5	Create technical document(s) such as proposals, business letters, manuals, etc.
Sub-Topics	1. Report information and convey ideas logically and correctly. 2. Offer detailed and accurate specifications. 3. Include scenarios, definitions, & examples to aid comprehension (e.g., troubleshooting guide). 4. Anticipate readers' problems, mistakes, and misunderstandings.
Competency 6	Build and refine written and oral language skills.
Sub-Topics	1. Demonstrate an understanding of proper English usage and control of grammar, sentence structure, diction, and syntax. 2. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. 3. Apply the writing process, editing to refine writing for grammar, mechanics, and style; organization, clarity, and flow; and rhetorical devices in line with the writing's purpose. 4. Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.
Competency 7	Read a variety of genres and for a variety of purposes, building comprehension skills, critical thinking skills, and repertoire of literature.
Sub-Topics	1. Read both fiction and nonfiction, including short stories, poetry, drama, and articles from newspapers and/or journals. 2. Set a purpose for reading, which can include literary analysis, answering specific questions, or other purpose established per the assignment(s). 3. Analyze the audience and purpose of writing, and critically evaluate writing for persuasive/rhetorical devices, including building awareness of logical fallacies. 4. Analyze an author's implicit & explicit philosophical assumptions & beliefs about a subject.
Competency 8	Be able to define, identify examples for, and evaluate effectiveness of key literary elements.
Sub-Topics	1. Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret *Macbeth*). 2. Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. 3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. 4. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both. 5. Analyze ways in which writers, including poets, use imagery, personification, figures of speech, and sounds to evoke readers' emotions.