Course: English Literary Studies 12	
Teacher: E. de Beer	
Unit: Modern literature	
Date: Wednesday, 1 April 2020 – Friday, 29 May 2020	
Duration: Weeks 27 – 34: 10 weeks, 24 classes	

Description:
Following on our studies in Terms 1 (classical literature) and 2 (social commentaries), we will conclude the year with the study of modern literature. English Literary Studies 12 dove-tails with our work in English Language Arts (E.L.A.): *Things Fall Apart* by Chinua Achebe (alongside *Heart of Darkness* in E.L.A.) and *Rosencrantz and Guildenstern Are Dead* by Tom Stoppard (alongside Shakespeare's *Hamlet*). If time permits, we will conclude the year by reviewing notable works of modern poets (e.g. Peter, Viereck, W.H. Auden, E.E. Cummings, Sylvia Plath and Ezra Pound). We will continue to explore **narrative techniques**, consider how **elements of fiction and language** interact to form a cohesive, 'good' story, and develop sound **practices of analysis and commentary**. Our literary study will comprise **preliminary activities** to establish the necessary skills and knowledge (details below), as well as a concluding, **creative composition**. For further information, please refer to the student's English Literature folder in Google Drive.

Understand

Big Ideas ⟶	**Essential Questions**
Which Big Ideas will be the focus of this unit?	What questions will be guiding your students' inquiry?
- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. - Texts are socially, culturally, and historically constructed. - Language shapes ideas and influences others.	- Why are these novels important in the literary canon? - What are the larger, symbolic elements that help to reveal the meaning of the novel/play/poem? - Can I / How do I relate to these texts?

Do

Core Competencies	
Choose one or more Core Competencies that will be focused on and developed in this unit:	Which activities, projects, exercises or discussions will teach this Core Competency? How will they implement the First Peoples Principles of Learning? How will they be inquiry–based?
- critical, and reflective, thinking (Ct) - social awareness and responsibility (SR)	- Reading and analysis of texts - Discussions: opinions on the relevance of the text - Written comparisons and commentaries

Curricular Competencies

Which Curricular Competencies will students learn and be assessed on in this unit?	Activities, projects, exercises or discussions to teach the Curricular Competencies (inquiry, assessment of Curricular Competencies):
- Read for enjoyment and to achieve personal goals. - Select and apply appropriate strategies in a variety of contexts to comprehend: - written, oral, visual texts, as well as - multimodal texts (often a digital text but can be a book, such as picture book, information text or graphic text that require the processing of more than one mode and the recognition of the interconnections between modes, to guide inquiry, and to transform thinking).	- Discussion: What could you distinguish as significant in the literary work? - Discussion: Did you identify interesting or relevant points and questions for further inquiry? - Orally compare opinions on the work, contributing to a body of knowledge among our learners. - Record observations in brainstorm-fashion (Google doc).

Curricular Content

Know

Which Curricular Content (specific to your course) will students learn and be assessed on this unit?	Which activities, projects, exercises or discussions will teach this Curricular Content? How will they implement the First Peoples Principles of Learning? How will they be inquiry–based? How will the Curricular Content be assessed?
- Text forms and genres (novel, play, poems for historical reference) - Reading strategies (audio and visual) - Literary elements and devices - Elements of style - Techniques of analysis and commentary	- In-class, oral collaboration (discuss, investigate, think, speak) - Essay (write, represent): How do the details of the story reflect the authors views on topics/issues.

Required Resources

Resources (textbooks, computer programmes, website subscriptions) that will students need to complete this unit:
- E-books, audiobooks
- Laptop/Mac
- Headphones and microphone (if not on the student device)
- Internet access
- Google Drive (GD)
- Notes provided in GD
- Videos (provided)

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