

## **Beowulf translation by Seamus Heaney (700 AD)**

The English Department has carefully evaluated *Beowulf* as a whole and deemed it worthy for the 11th grade English curriculum.

### **I. Plot Summary**

*Beowulf*, an Anglo-Saxon epic poem, focuses on the eponymous hero as he attempts to destroy the monster terrorizing the Danish town of Heorot. Beowulf is able to defeat the terrible monster, Grendel, but as a consequence he provokes another monster into seeking revenge. The tale recounts the crucial battle to defeat this second monster, and the reward Beowulf earns for ending the terror haunting the kingdom.

### **II. Rationale and Learning Objectives**

The student will be challenged to evaluate the form and meaning of the poem; delving into the psychological impacts of battle as they accompany Beowulf through his epic battles. Identifying a heroic character is the focus of study as the student will gain an understanding of the hero in fiction and the role heroes play in ancient societies, as well as today.

The narrative is demanding, even in translation, as the features of Old English challenge even advanced readers with their symbolic and metaphoric complexities.

### **III. Common Core Standards**

#### **Reading Standards for Literature**

<b>Key Ideas and Details</b>	<b>Grades 11 - 12</b>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).
<b>Craft and Structure</b>	<b>Grades 11 – 12</b>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how	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.)

specific word choices shape meaning or tone.	
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.
6. Assess how point of view or purpose shapes the content and style of a text.	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, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

#### IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Beowulf*: graphic, violent depictions of battle. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

While some features of *Beowulf* are unique to this ancient work, sadly the violence contained within the work is not outside the experience of the modern audience. Seamus Heaney, the translator, says of the work, “Its narrative elements may belong to a previous age but as a work

of art it lives in its own continuous present." Students may be disturbed by the violence, but as an essential commentary on its time, as well as our own, this is a valuable experience.

## **Hamlet by William Shakespeare**

The English Department has carefully selected "Hamlet" for the 12th grade English curriculum, recognizing its enduring significance and its ability to engage students in the complexities of Shakespearean tragedy.

### **I. Plot Summary**

"Hamlet" tells the story of Prince Hamlet, who is visited by the ghost of his father and learns of his father's murder at the hands of his uncle, Claudius, who has now married Hamlet's mother. Consumed by grief and a sense of duty, Hamlet sets out on a journey of revenge, leading to a series of moral dilemmas, feigned madness, and tragic consequences.

### **II. Rationale and Learning Objectives**

The study of "Hamlet" invites students to explore timeless themes such as the human condition, the nature of revenge, the complexity of morality, and the consequences of inaction. Students will engage with Shakespeare's rich language, intricate characterization, and profound insights into the human psyche.

Through "Hamlet," students will develop critical thinking and analytical skills as they delve into the complexities of the play's themes and characters. They will examine Hamlet's struggle with moral choices, the power dynamics at play within the Danish court, and the impact of deception and manipulation on the plot. Students will also analyze the use of soliloquies, dramatic irony, and other literary devices employed by Shakespeare to convey meaning.

### **III. Arizona 12th Grade Standards Addressed**

Reading Standards for Literature

#### **Key Ideas and Details:**

Students will analyze the text, draw logical inferences, and cite specific textual evidence to support their conclusions (Arizona ELA 12-CCR.R.1).

Students will determine central ideas or themes, analyze their development, and summarize key supporting details (Arizona ELA 12-CCR.R.2).

Students will analyze the impact of the author's choices on the development and interaction of individuals, events, and ideas in the text (Arizona ELA 12-CCR.R.3).

#### **Craft and Structure:**

Students will interpret words and phrases, analyze word choices, and determine their impact on meaning and tone (Arizona ELA 12-CCR.R.4).

Students will analyze the structure of the text, including how specific elements relate to each other and contribute to the whole (Arizona ELA 12-CCR.R.5).

#### **Integration of Knowledge and Ideas:**

Students will analyze multiple interpretations of the play, evaluating how each version interprets the source text (Arizona ELA 12-CCR.R.7).

Students will compare "Hamlet" to other works, addressing similar themes or topics to build knowledge and understanding (Arizona ELA 12-CCR.R.9).

#### **Range of Reading and Level of Text Complexity:**

Students will read and comprehend the complex text independently and proficiently, meeting the requirements of the grade level (Arizona ELA 12-CCR.R.10).

#### **IV. Addressing Sensitive Subjects**

"Hamlet" explores themes of violence, deceit, and mortality. The classroom environment will encourage open discussion and provide a safe space for students to express their thoughts and concerns. If any student feels uncomfortable, they are encouraged to meet with the teacher to discuss their feelings and find appropriate support. While the violence depicted in the play may be disturbing, it serves as a reflection of the human experience and provides valuable insights into both historical and contemporary contexts.

By including "Hamlet" in the 12th grade English curriculum, students will deepen their understanding of Shakespearean tragedy, engage with profound philosophical questions, and develop critical thinking skills that are essential for literary analysis and broader intellectual growth. The play's exploration of timeless themes and its enduring relevance make it a valuable addition to the curriculum.

### ***Pride and Prejudice* by Jane Austen (1813)**

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). Using the above stated criteria, the English Department has carefully evaluated *Pride and Prejudice* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

#### **I. Plot Summary**

As a novel of social critique, *Pride and Prejudice* is centered on the Bennet sisters, whose mother is determined to find suitable spouses for each of them, as marriage is one of the few respectable options available to women at the time. However, Elizabeth has different ideas about marriage and trouble ensues as she wards off the attentions of Mr. Darcy.

#### **II. Rationale and Learning Objectives**

The student will compare and contrast Austen's novel with Mary Wollstonecraft's, *A Vindication of the Rights of Women*, evaluating the role of women in the 19th century. In addition, the student will analyze Austen's critique of social class. Finally, the student will identify character, setting, plot, point of view, and theme, demonstrating deeper understanding through both personal and focused written responses. As one of our earliest novels, this work serves as a point of reference in the study of many other works of literature.

III. Common Core Standards

**Reading Standards for Literature**

<b>Key Ideas and Details</b>	<b>Grades 11 - 12</b>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).
<b>Craft and Structure</b>	<b>Grades 11 – 12</b>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.
6. Assess how point of view or purpose shapes the content and style of a text.	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, or understatement).
<b>Integration of Knowledge and Ideas</b>	<b>Grades 11 - 12</b>
7. Integrate and evaluate content presented in diverse formats and media, including	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

visually and quantitatively, as well as in words.	text. (Include at least one play by Shakespeare and one play by an American dramatist.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

#### IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Pride and Prejudice*: reference to a couple living out of wedlock. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

### ***Frankenstein* by Mary Shelley (1818)**

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). Using the above stated criteria, the English Department has carefully evaluated *Frankenstein* as a whole and deemed it worthy for the AP Literature and Composition curriculum.

#### I. Plot Summary

*Frankenstein, or The Modern Prometheus*, is the classic Gothic novel about man's struggle to play God and create the perfect human being. Ambition overcomes the goodness of his original medical implications, and Dr. Victor Frankenstein's fiendish creature torments his creator. The reason for revenge is simple- no one loves the abomination. Society takes one look at the

creature, judges his nature wrongly, and turns him into the monster represented in movies and TV today.

## II. Rationale and Learning Objectives

The student will compare and contrast Shelley’s novel with other novels, like *The Stranger* and *Catcher in the Rye*, that explore the concept of alienation. Students reading this novel should develop an appreciation for the outcast who is ostracized by society, a glance into the overly ambitious mind, and a deep appreciation for all the many techniques used by Mary Shelley to convey her thoughts about her time period and what might happen in the future if man continues to play God. In addition, the student will consider the ethical implications of the choices made by Dr. Frankenstein. Finally, the student will identify character, setting, plot, point of view, and theme, demonstrating deeper understanding through both personal and focused written responses. In particular, students will recognize conflicts between man and himself, man vs. society, and man vs. man. As one of our earliest novels, this work serves as a point of reference in the study of many other works of literature.

## III. Common Core Standards

### Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.
6. Assess how point of view or purpose shapes the content and style of a text.	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, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

#### IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *Frankenstein*: There should be few problems when reading this book. The controversy might come from comparing this novel to modern times and all of the medical problems with transplants, cloning, DNA research, prolonging life by artificial means, etc. However, most students relate to the plight of the monster without going any deeper into the modern comparisons. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is

uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

## **"Metamorphosis" by Franz Kafka (1915)**

The English Department has selected "Metamorphosis" by Franz Kafka as a valuable addition to the 12th grade English curriculum, recognizing its significant contribution to modern literature and its exploration of existential themes.

### **I. Plot Summary**

"Metamorphosis" tells the story of Gregor Samsa, a traveling salesman who wakes up one morning to find himself transformed into a giant insect. The novel explores the repercussions of this transformation on Gregor's life, his relationships with his family, and his sense of self. As the story unfolds, themes of alienation, identity, and the absurdity of human existence come to the forefront.

### **II. Rationale and Learning Objectives**

The study of "Metamorphosis" offers students an opportunity to delve into the unique narrative style of Franz Kafka and to explore profound themes related to the human condition. Through the examination of Gregor's transformation and the subsequent societal and familial responses, students will engage in discussions on identity, isolation, and the struggle for understanding and acceptance.

By analyzing "Metamorphosis," students will develop critical thinking skills and enhance their ability to interpret complex texts. They will explore Kafka's use of symbolism, metaphor, and allegory to convey deeper meanings and provoke introspection. Students will also examine the impact of societal norms and expectations on individuals, as well as the psychological effects of isolation and rejection.

### **III. Arizona 12th Grade Standards Addressed**

Reading Standards for Literature

#### **Key Ideas and Details:**

Students will closely analyze the text, draw logical inferences, and support their conclusions with textual evidence (Arizona ELA 12-CCR.R.1).

Students will determine central ideas or themes, analyze their development, and summarize key details and ideas (Arizona ELA 12-CCR.R.2).

Students will analyze the impact of individual characters, events, and ideas on the overall development of the text (Arizona ELA 12-CCR.R.3).

### **Craft and Structure:**

Students will interpret words and phrases, analyze figurative language, and explore the effect of specific choices on meaning and tone (Arizona ELA 12-CCR.R.4).

Students will analyze the structure of the text, including how different sections contribute to the overall meaning and impact (Arizona ELA 12-CCR.R.5).

### **Integration of Knowledge and Ideas:**

Students will analyze multiple interpretations of the novel, evaluate their significance, and compare them to the source text (Arizona ELA 12-CCR.R.7).

Students will analyze how "Metamorphosis" addresses similar themes or topics as other works, building knowledge and understanding (Arizona ELA 12-CCR.R.9).

### **Range of Reading and Level of Text Complexity:**

Students will read and comprehend the complex text independently and proficiently (Arizona ELA 12-CCR.R.10).

## **IV. Addressing Sensitive Subjects**

"Metamorphosis" explores themes of alienation, identity crisis, and the human struggle for acceptance. The classroom environment will provide a safe space for students to discuss and explore these sensitive topics. Open dialogue and respectful expression of thoughts and feelings will be encouraged. If any student feels uncomfortable, they are encouraged to meet with the teacher to address their concerns and seek appropriate support. The novel's examination of existential themes and its portrayal of the complexities of human experience make it a valuable opportunity for personal reflection and meaningful discussions.

## ***Catcher in the Rye* by J.D. Salinger (1951)**

This course is designed to comply with the curricular requirements described in the AP English Course Description. As such, the readings are primarily selected from a list of works that have previously been on the AP English exams. The readings are selected by their cultural, historical and/or social context, their genre (or uniqueness of writing style), student engagement, teacher expertise, and their appearance on previous AP exams (College Board). The English Department has carefully evaluated *The Catcher in the Rye* as a whole and deemed it worthy for the AP Language and Composition curriculum.

### **I. Plot Summary**

After being expelled from school, Holden Caulfield goes on a three-day quest for truth and enlightenment, a quest to help him understand how to bridge into the frightening and "phony"

world of adults. His quest leaves him delusional, and after seeking psychiatric help, he re-tells his story.

## II. Rationale and Learning Objectives

The student will compare and contrast Salinger’s novel with other novels, like *The Stranger* and *Frankenstein*, that explore the concept of alienation. Toward a deeper understanding, the student will critically evaluate Salinger’s novel for his use of rhetorical strategies and cultural context, as well as analyze his literary style, identifying character, setting, plot, point of view, and theme. In particular, the student will analyze the significance of symbols, like the red hat; the purposeful manipulation of tense; and the effect of point of on the narration. Finally, the student will look for relevance, identifying what makes this classic novel continue to have meaning for today’s reader.

## III. Common Core Standards

### Reading Standards for Literature

Key Ideas and Details	Grades 11 - 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).
Craft and Structure	Grades 11 – 12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and	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

larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Assess how point of view or purpose shapes the content and style of a text.	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, or understatement).
Integration of Knowledge and Ideas	Grades 11 - 12
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	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.)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.
Range of Reading and Level of Text Complexity	Grades 11 - 12
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

#### IV. Addressing Sensitive Subjects

Possible sensitive topics contained in *The Catcher in the Rye*: vulgar language, sexual scenes, homophobia, and violence. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.

## ***Station Eleven* by Emily St. John Mandel**

The English Department has carefully evaluated *Station Eleven* as a whole and deemed it worthy for the 12th grade curriculum.

### **I. Plot Summary**

This novel is a tale of humanity's desire to hold on to history, culture and legacy after a pandemic kills off 99% of Earth's inhabitants. The book takes a refreshing approach to the genre of apocalypse novels by not plunging into horror and dystopia. Although there are conflicts in the story that deal with topics like cult leaders and violence in the post apocalyptic world, the main focus is on people in isolated settlements trying to build a new civilization while honoring art and culture from the past. The book shifts from the pre-flu world and twenty years after the event, therefore not spending much time on the chaotic collapse. The story is told through a variety of characters' perspectives that are weaved together. The pre-collapse world and post-collapse world connect as the reader gathers details about the backgrounds and present lives of the characters. Art and legacy are focuses of both time periods. In the post-flu world, the reader travels with a Shakespeare troupe that goes from settlement to settlement performing for appreciative survivors. They tried to perform more modern plays, but the audiences preferred Shakespeare. This is an example of the value that is ascribed to history and culture in the novel. In the pre-flu world, an introverted artist draws a beautiful comic and an actor recounts his rise to fame in Hollywood. In another post-flu setting, a character builds a museum of objects from the not too distant past, while another character collects interviews of survivors' experiences. By the conclusion of the novel, the reader is left believing that the world will recover and that it will be a better place because society has retained a connection to the past and its history and culture.

### **II. RATIONALE AND LEARNING OBJECTIVES**

*Station Eleven* allows for an examination of how culture and art are crucial to survival and happiness. The focus of the novel is not a band of gun toting survivalists in a post-apocalyptic world, and it instead focuses on a group of actors and musicians that risk their safety to perform. What values and art that remain in the world are celebrated. The motto of the Travelling Symphony, which is borrowed from *Star Trek*, is "survival is insufficient." Instead of simply trying to survive in the post-flu world, a variety of characters in the book follow this motto by trying to enrich the lives of those around them by preserving culture and hanging on to what makes civilization beautiful. The novel offers many opportunities to examine what aspects of society and culture we value and would preserve. It also presents a wonderful opportunity to examine the works of Shakespeare.

### **III. COMMON CORE STANDARDS**

Reading Standards for Literature

Key Ideas and Details	Grades 11- 12
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure	Grades 11-12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
Integration of Knowledge and Ideas	Grades 11-12
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)
Range of Reading and Level of Text Complexity	Grades 11-12

<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 12.</p>
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**IV. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED**

Possible sensitive topics contained in *Station Eleven*: brief self-inflicted violence, brief violence during an assault, brief references to sexual violence. In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the novel. The English department feels that the literary merit of this novel more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.