

Prescribed Learning Outcomes	
► CRITICAL AND PERSONAL RESPONSE TO LITERATURE	<i>It is expected that students will:</i> • demonstrate an awareness of why literature is valued • demonstrate an awareness of the influences of gender, ethnicity, and class on literature • demonstrate respect for ideas and values expressed in literary works • demonstrate an appreciation of oral and visual performance of literary works • identify and interpret issues and themes in literary works • demonstrate a willingness to be open-minded and respectful of diverging interpretations of literary works • demonstrate a willingness to make personal connections with characters and experiences in literary works • create personal responses to literature through writing, speech, or visual representation • demonstrate confidence in oral reading
► THE LITERARY TRADITION OF THE ENGLISH LANGUAGE (Classical to Present)	<i>It is expected that students will:</i> • demonstrate a knowledge of works within the literary tradition of the English language, beyond the specified readings • demonstrate an awareness of both male and female voices within the literary tradition of the English language • analyse multiple works of a single author within the literary tradition of the English language • compare the treatments of themes or literary forms within the literary tradition of the English language
► ANGLO-SAXON AND MEDIEVAL LITERATURE	<i>It is expected that students will:</i> • demonstrate an understanding of the following literary works and an awareness of how they reflect the attitudes, values, and issues of the Middle Ages: - from <i>Beowulf</i>, “The Coming of Grendel,” “The Coming of Beowulf,” “The Battle with Grendel,” “The Burning of Beowulf’s Body” / “The Farewell” - from <i>The Canterbury Tales</i>, “The Prologue” - “Bonnie Barbara Allan” (ballad) - from <i>Sir Gawain and the Green Knight</i>, (“At the Green Chapel” section)

Prescribed Learning Outcomes	
► RENAISSANCE AND 17TH CENTURY LITERATURE	<i>It is expected that students will:</i> • demonstrate an understanding of the following literary works and an awareness of how they reflect the attitudes, values, and issues of the Renaissance and 17th century: - Sir Thomas Wyatt, "Whoso List to Hunt" - Christopher Marlowe, "The Passionate Shepherd to his Love" - Sir Walter Raleigh, "The Nymph's Reply to the Shepherd" - William Shakespeare, Sonnets 29, 116, 130; <i>Hamlet</i>, <i>King Lear</i>, or <i>The Tempest</i> - John Donne, "A Valediction: Forbidding Mourning," "Death be not proud..." - Robert Herrick, "To the Virgins" - John Milton, "On His Blindness"; from <i>Paradise Lost</i>, Book I, lines 1-263 - Pepys, "The Fire of London"
► 18TH CENTURY AND ROMANTIC LITERATURE	<i>It is expected that students will:</i> • demonstrate an understanding of the following literary works and an awareness of how they reflect the attitudes, values, and issues of the 18th century: - Lady Mary Chudleigh, "To the Ladies" - Alexander Pope, from "The Rape of the Lock" (Canto III and V excerpts) - Jonathan Swift, "A Modest Proposal" - Robert Burns, "To a Mouse" - William Blake, "The Tyger," "The Lamb" - Thomas Gray, "Elegy Written in a Country Churchyard" • demonstrate an understanding of the following literary works and an awareness of how they reflect the attitudes, values, and issues of the Romantic age: - William Wordsworth, "My Heart Leaps Up," "The World Is Too Much with Us" - Samuel Taylor Coleridge, "The Rime of the Ancient Mariner" - George Gordon, Lord Byron, "Apostrophe to the Ocean" - Percy Bysshe Shelley, "Ode to the West Wind" - John Keats, "Ode to a Nightingale," "When I Have Fears..."

Prescribed Learning Outcomes	
► VICTORIAN AND 20TH CENTURY LITERATURE	<i>It is expected that students will:</i> • demonstrate an understanding of the following literary works and an awareness of how they reflect the attitudes, values, and issues of the Victorian Age: - Alfred, Lord Tennyson, "Ulysses," - Elizabeth Barrett Browning, Sonnet 43 - Robert Browning, "My Last Duchess" - Emily Brontë, "Song" - Matthew Arnold, "Dover Beach" - Thomas Hardy, "The Darkling Thrush" - Emily Dickinson, "Because I Could Not Stop for Death" • demonstrate an understanding of the following literary works and an awareness of how they reflect the attitudes, values, and issues of the 20th century: - Wilfred Owen, "Dulce et Decorum Est" - William Butler Yeats, "The Second Coming" - T. S. Eliot, "The Hollow Men" - Dylan Thomas, "Do Not Go Gentle into That Good Night" - Stevie Smith, "Pretty" - Margaret Atwood, "Disembarking at Quebec"
► LITERARY ANALYSIS	<i>It is expected that students will:</i> • support a position by providing evidence from literary works • recognize the use of key literary terms, devices, and techniques in context • evaluate the purpose and effectiveness of literary devices, forms, and techniques in literary works • identify the distinguishing characteristics of literary genres • demonstrate an understanding of recurring images, motifs, and symbols by evaluating their purpose and effectiveness • identify distinguishing characteristics of a writer's style, such as diction, syntax, rhythm, and imagery • use formal language for literary analysis • apply critical criteria to unfamiliar works