Griswold High School Grade 12 English 12 Curriculum Map

Subject/Course Title: English 12	Unit Title: Dystopian literature

Unit Overview
This unit will focus on dystopian societies, and students will have the opportunity to explore the elements of dystopian societies and the common elements of the genre of dystopian literature. Students especially will examine language and how people in power will manipulate language and use euphemistic language to control the concept of truth. They will also look at the role of fear and intimidation, control of resources, and propaganda when controlling the masses. Students will explore the what characteristics make a dystopian protagonist and his/her role in the dystopian society. Ultimately, students will compare dystopias by examine the elements of control in 1984/Animal Farm with The Hunger Games or dystopian work of their choice.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
6 weeks	**RL.11-12.3** (RL.11-12.7) **RL.11-12.4** **RL.11-12.6** (RL.11-12.9) **W.11-12.1** (RL.11-12.1, W.11-12.9) **W.11-12.4** (W.11-12.5) **SL.11-12.4** **L.11-12.1**	● What are the elements of a dystopian society? ● How do totalitarian governments use methods of control, such as fear & intimidation or propaganda? ● How do two different texts/media portray similar themes? ● How do people in power use and manipulate language to maintain control? How can euphemistic language obscure meaning?	● Close-reading ● Cooperative Learning/Collaboration ● Artistic Expression ● Utilizing Technology ● Activating Prior Knowledge ● Modeling ● Student self-assessment ● Summarizing and note-taking ● Guided questions ● Graphic organizers ● Journals ● Presenting ● Whole class discussion ● Small group discussion ● Journal	● Rewrite a section of the agenda in Newspeak ● Reader Reflection ● Identify four aspects of government control in Book 1 ● O'Brien's report about the success of Winston's conversion ● ● 1984/Animal Farm/Hunger Games Dystopian Comparison	1984 Animal Farm Hunger Games Nonfiction Articles and Videos

Subject/Course Title: English 12	Unit Title: The Middle Ages

This unit focuses on exploring the concepts of satire, irony, and characterization through examination of *The Canterbury Tales.* Students will be able to use the methods of indirect characterization to make inferences about Chaucer's purpose and object of satire. They will also examine the relationship between the story teller and the tale, and evaluate the effect this relationship has on the author's purpose. Students will synthesize multiple texts to write an original thesis and create a literary analysis essay.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
8 weeks	**RL.11-12.3 RL.11-12.6 W.11-12.1 (W.11-12.9) W.11-12.4 (W.11-12.5)**	● What is the purpose of satire, and what are the "clues" that the text is intended to be satirical? ● How does indirect characterization help a reader infer larger themes about a character and/or the text? ● How does an author's use of irony contribute to the author's overall message? ● What is the relationship between the storyteller and the tale, and how might understanding this relationship influence a reader's understanding of the story and author's purpose?	● Close-reading ● Conferencing ● Peer-Editing ● Cooperative Learning/Collaboration ● Whole Class Discussion ● Small Group Discussion ● Artistic Expression ● Activating Prior Knowledge ● Modeling ● Student self-assessment ● Summarizing and note-taking ● Guided questions ● Graphic organizers ● Journals ● Presenting	● Canterbury Tales Literary Analysis essay ● Writing a thesis and supporting with textual evidence ● Embedding quotes ● *Canterbury Tales Dinner Party Project* ● *Canterbury Tales Modern Pilgrimage* ● *Canterbury Tales Indirect Characterization Collages*	Chaucer's *The Canterbury Tales General Prologue* Chaucer's *The Canterbury Tales Wife of Bath's Prologue and Tale* Chaucer's *The Canterbury Tales Pardoner's Prologue and Tale* *Sir Gawain and the Green Knight* *Everyman* *Elements of Literature Middle Ages Introduction*

		● Why is setting important when evaluating literature? ● How does a reader locate significant textual evidence, and assess the value of textual evidence? ● What makes a strong counterclaim?			

Subject/Course Title: English 12	**Unit Title: Shakespeare's _Hamlet_**

This unit explores the structure of drama and exposes students to the complex, artistic language of Shakespeare. Students will conduct close reading and critically evaluate the text. They will then use this foundation to help them form their own supported interpretations of the text, and they will express these interpretations in writing and collaboratively through discussion and creating skits. In addition, students will compare interpretations of the text by watching select scenes from Branagh's _Hamlet_ and Gibson's _Hamlet._ Ultimately, their studies will culminate into a literary analysis essay, in which students will create their own original thesis statements, and use textual support to defend their arguments. They also will be required to address a counterclaim and properly refute this when constructing their literary analysis essays.

Time Frame	**Priority Standards**	**Essential Questions**	**Instructional Strategies**	**Assessments**	**Key Resources/Texts**
8 weeks	**RL.11-12.2, RL.11-12.3 RL.11-12.4, W.11-12.1 (A-E) (W9) L.11-12.1**	● How do author's stylistic choices and language impact conflict? ● How do authors develop themes? ● How do we use textual evidence and support to form interpretations of the text? ● How do author's choices lead to the development of theme?	● Close-reading ● Conferencing ● Peer-Editing ● Cooperative Learning/Collaboration ● Whole Class Discussion ● Small Group Discussion ● Artistic Expression ● Activating Prior Knowledge ● Modeling ● Student self-assessment ● Summarizing and note-taking	● _Hamlet_ literary analysis essay ● Writing an original thesis statement, and supporting with textual evidence ● Embedding quotes (CFAs) ● _To Be or Not to Be_ Parody ● Nunnery Scene Interpretations	Shakespeare's _Hamlet_ _Hamlet_ movie-Kenneth Branagh _Hamlet_ movie-Mel Gibson

		● How do authors use appearance and reality to affect our interpretation of a text?	● Guided questions ● Graphic organizers ● Journals ● Presenting/Skits	● Soliloquy Close reading ● Ghost mini-literary analysis essay ● Elsinore Madness brackets (examining external conflict)	

Subject/Course Title: English 12	Unit Title: Monsters in *Beowulf*

This unit focuses on exploring the beginnings of British literature and how it reflects the time period of the first inhabitants of England. Some exploration of linguistics is employed. Students will examine the epic *Beowulf* and identify the way that the author uses poetic forms to tell a story. Students will be able to examine the text for evidence that the text reflects the concerns and values of the Anglo Saxons.. Students will apply this examination to their own project which looks at how our current literature represents similar concerns and values.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
8 weeks	**RL.11-12.2, RL.11-12.3, RL.11-12.6, W.11-12.1, W.11-12.2, SL.11-12.4, L.11-12.1**	How does a literary text reflect the values, fears and concerns of a society? How has the concept of poetry changed from the early Anglo Saxon text? How do you examine an unfamiliar text, written in a nonstandard form? How do you locate significant text evidence? How do you assess the value of text evidence?	● Close-reading ● Conferencing ● Peer-Editing ● Cooperative Learning/Collaboration ● Whole Class Discussion ● Small Group Discussion ● Artistic Expression ● Activating Prior Knowledge ● Modeling ● Student self-assessment ● Summarizing and note-taking ● Guided questions ● Graphic organizers ● Journals ● Presenting/Skits	Section quizzes on content Vocabulary quizzes Beowulf's hero resume Campaign poster for kingship qualities Illustration of Grendel based on text description Written analysis of how the literature reflects the fears and concerns of Anglo Saxon society Monster Project	*The Anglo Saxons: Snapshot of an Age* (in *Elements of Literature Book*) *Beowulf* (trans Seamus Heaney) *Grendel* (John Gardner) Various handouts