

# English 12 Survey of British Literature Curriculum

## Unit 1 Old English/Anglo-Saxon Period/Setting Goals

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Suggested Resources	Vocabulary	Standards/Eligible Content	Suggested Lessons & Activities
<b>11 days</b>  LITERATURE	<p>The English Language has changed over time.</p> <p>Heroes are a part of every culture.</p> <p>Literary genres utilize specific literary techniques.</p> <p>A story can be told from multiple points of view</p>	<p>How was the English language formed?</p> <p>What characteristics make a hero?</p> <p>How do elements like kenning, alliteration &amp; caesura create tone &amp; mood in Anglo-Saxon poetry?</p> <p>How does a story change when told from a different point of view?</p>	<p><b>Differences between Old &amp; Modern English</b></p> <p><b>Characteristics of an epic &amp; epic hero</b></p> <p><b>Label and define a kenning, caesura &amp; alliteration</b></p> <p><b>Comparisons and Contrasts among theme and characters.</b></p>	<p>Identify Anglo-Saxon contributions to the English language.</p> <p>Determine based on a list of characteristics whether a character is an epic hero and a work of literature is an epic.</p> <p>Compare characters from two different pieces.</p>	<p>Excerpts from <i>Beowulf Part I &amp; II</i> (textbook)</p> <p><i>The Epic of Gilgamesh</i> (Handout)</p> <p>Excerpts from <i>Grendal</i> by John Gardner (textbook)</p> <p>Living Language Video Segments I &amp; II-worksheets</p> <p>Audio of “The Battle With Grendel”</p> <p>Powerpoints on UK, Beowulf &amp; Epics</p>	<p>Old English</p> <p>Epic Epic Hero Archetype</p> <p>Kenning Caesura Alliteration</p> <p>Point of View Topic Sentence Quote Sandwich</p>	<p>1.2.8.D, 1.2.9.A, 1.2.9.D, 1.2.10.A, 1.2.10.D, 1.2.11.A, 1.2.11.D, 1.2.12.A, 1.2.12.D, 1.2.L.D, 1.3.12.B, 1.3.L.A, 1.3.L.B, CC.1.2.8.B, CC.1.2.8.C, CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.11-12.A, CC.1.2.11-12.D, CC.1.3.8.A, CC.1.3.8.E, CC.1.3.9-10.A, CC.1.3.11-12.A, CC.1.3.11-12.G, L.N.2.2.2, L.N.2.5.3, R6.B.3.1.1, 1.1.11.C, 1.1.12.C, 1.1.L.C, CC.1.2.9-10.F, CC.1.3.9-10.E, CC.1.3.9-10.F, CC.1.3.11-12.F, CC.1.3.11-12.I, CC.1.3.11-12.J, R8.A.2.1.2, R11.A.1.2.2, R11.A.2.1.1</p>	<ol style="list-style-type: none"> <li>1. Living Language &amp; Beowulf Warm Ups</li> <li>2. Timeline</li> <li>3. Epic Hero</li> <li>4. Rune &amp; Kenning Activities</li> <li>5. Check for Understanding/ Note Check</li> <li>6. Compare/Contrast Grendel Writing Assignment</li> <li>7. Compare/Contrast Beowulf &amp; Gilgamesh Writing Assignment</li> <li>8. Personal Narrative</li> <li>9. Saxon words activity</li> <li>10. Quizzes &amp; Tests</li> <li>11. Friendly Letter</li> </ol>

<p><b>GRAMMAR</b></p>	<p>Write using correct grammar</p>	<p>What makes a complete sentence?</p> <p>What is the purpose of a topic/thesis sentence?</p> <p>What are the rules of capitalization?</p> <p>How can a quote support the thesis/topic sentence?</p>	<p><b>Sentences vs Fragments</b></p> <p><b>Thesis/topic sentence</b></p> <p><b>Correctly capitalize and punctuate titles</b></p> <p><b>Fully support topic sentence with relevant points supported by correctly punctuated quotations</b></p>	<p>Write a complete sentence</p> <p>State the purpose of a paragraph in a correctly punctuated sentence</p> <p>Correctly capitalize and punctuate <i>Beowulf</i>, <i>Grendel</i> and <i>Gilgamesh</i> within a piece of writing</p> <p>Add supporting details including correctly punctuated quotations</p>	<p>Excerpts from <i>Beowulf Parts I &amp; II</i></p> <p>Excerpts from <b>The Epic of Gilgamesh</b></p> <p>Excerpts from <b>Grendel</b> by John Gardner</p>	<p>Topic Sentence Thesis Statement Compare/Contrast Epic Epic Hero</p>		<p>1. Correcting fragments</p> <p>2. Writing Thesis/Topic statements</p> <p>3. Capitalization Activities</p> <p>4. Punctuating Quotations</p>
<p><b>WRITING</b></p> <p><b>Compare &amp; Contrast</b></p>	<p>Similarities and differences exist between literary pieces</p> <p>Archetypes are present in all cultures</p>	<p>What are the different ways an archetypical character can be portrayed?</p> <p>Provide an example of an archetypical character or plot.</p> <p>How does using examples from the</p>	<p>The definition of an archetype and examples of archetypes</p> <p>The differences &amp; similarities between the heroes Gilgamesh and Beowulf</p> <p>The similarities between Grendel in</p>	<p>Write a well - constructed written piece comparing the heroes Beowulf &amp; Gilgamesh</p> <p>Write a well-constructed written piece comparing the monster Grendel</p> <p>Use quote sandwiches</p>	<p>Excerpts from <i>Beowulf</i> Parts I &amp; II</p> <p>Excerpts from <i>The Epic of Gilgamesh</i></p> <p>Excerpts from John Gardner's <i>Grendel</i></p>	<p>Compare/Contrast Archetype Quote Sandwich Topic Sentence Citation Syntax Main Ideas</p>	<p>1.5.11.A, 1.5.12.A, 1.5.C.A, 1.5.C.B, CC.1.4.11-12.B, CC.1.4.11-12.H, C.IE.1.1.1, C.A.1.1.1 1.5.11.D, 1.5.12.D, 1.5.C.D, CC.1.4.11-12.F, C.IE.1.1.4, C.IE.2.1.1, C.IE.2.1.2, C.A.2.1.2 1.5.9.F, 1.5.10.F, 1.5.11.F, 1.5.12.F,</p>	

	<p>Examples from the text support main ideas</p> <p>Vocabulary Choices affect tone</p>	<p>text strengthen writing?</p> <p>Explain how an author's syntax creates tone</p>	<p>the original epic and John Gardner's Grendel</p> <p>How to correctly punctuate and insert quotations into writing</p> <p>How to make academic vocabulary choices</p>	<p>correctly in the assignment</p> <p>Maintain an academic tone by making sophisticated vocabulary choices</p>			<p>1.5.C.F, CC.1.4.9-10.E, CC.1.4.9-10.L, CC.1.4.9-10.R, CC.1.4.11-12.E, CC.1.4.11-12.L, CC.1.4.11-12.R, CC.1.5.9-10.G, CC.1.5.11-12.G, C.IE.1.1.3, C.IE.1.1.5, C.IE.3.1.1, C.IE.3.1.2, C.IE.3.1.3, C.IE.3.1.4, C.IE.3.1.5 1.5.11.F, 1.5.C.F, 1.7.9.A, 1.7.10.A, 1.7.11.A, 1.7.12.A, CC.1.5.9-10.F, CC.1.5.11-12.F, C.IE.3.1.1, C.IE.3.1.2, C.IE.3.1.3, C.IE.3.1.4, C.IE.3.1.5</p>	
<p><b>WRITING</b></p> <p><b>Personal Narrative</b></p>	<p>There are different types of writing</p> <p>Narrative writing tells a story</p> <p>Sensory details are important to writing</p>	<p>What are the different types of writing?</p> <p>How do we take a personal experience and create a written piece?</p> <p>How can sensory details make a story more exciting?</p>	<p>The different types of writing</p> <p>What makes a piece a narrative</p> <p>How to record an event in our life</p> <p>How imagery and figurative language affect tone</p>	<p>Write a well-developed essay about a significant moment in your life</p> <p>Use the correct MLA format for a heading</p>	<p>MLA Format guidelines for heading</p>	<p>Sensory Details</p> <p>Topic Sentence</p> <p>Figurative Language</p>	<p>1.5.11.B, 1.5.12.B, 1.5.C.B, CC.1.4.11-12.C, CC.1.4.11-12.W 1.5.9.B, 1.5.10.B, 1.5.11.B, 1.5.12.B, 1.5.C.B, CC.1.4.9-10.C, CC.1.4.9-10.W, CC.1.4.11-12.C, CC.1.4.11-12.W 1.5.9.A, 1.5.9.B, 1.5.10.A, 1.5.10.B, 1.5.11.A, 1.5.11.B, 1.5.12.A, 1.5.12.B, 1.5.C.A, 1.5.C.B, CC.1.4.9-10.B, CC.1.4.9-</p>	<p>1.Sensory details activity</p> <p>2. Descriptive Essay</p> <p>3. Multiple Drafts of paper</p>

<p><b>WRITING</b></p> <p><b>Friendly Letter</b></p>	<p>Letters have different formats</p>	<p>Why do people write letters?</p> <p>What are the parts of a friendly letter?</p> <p>How is a friendly letter different from a business letter?</p> <p>What does a final draft look like?</p>	<p>How to write a friendly letter following a format</p> <p>Identify the parts of a friendly letter</p> <p>Recognize the difference between a friendly letter and a business letter</p> <p>Revise their letter and publish it</p>	<p>Using the correct format, write a friendly letter</p> <p>Revise their letter checking for grammatical and spelling errors</p> <p>Publish their letter</p>	<p>Friendly Letter format &amp; guide</p>	<p>Salutation</p> <p>Closing</p> <p>Body</p>	<p>10.C, CC.1.4.9-10.H, CC.1.4.9-10.W, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.H, CC.1.4.11-12.W, C.IE.1.1.2 1.4.12.B, 1.5.11.B, 1.5.11.D, 1.5.12.B, 1.5.12.D, 1.5.C.D, CC.1.4.11-12.A, CC.1.4.11-12.C, CC.1.4.11-12.F, CC.1.4.11-12.S, CC.1.4.11-12.W, C.IE.2.1.5 1.5.9.B, 1.5.10.B, 1.5.11.B, 1.5.11.D, 1.5.12.B, 1.5.12.D, 1.5.C.D, CC.1.4.9-10.C, CC.1.4.9-10.W, CC.1.4.11-12.C, CC.1.4.11-12.F, CC.1.4.11-12.W</p>	<p>1.Friendly letter</p> <p>2.Multiple Drafts of letter</p>
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Review for Assessment Unit 1 Old English/Anglo-Saxon Period/Setting Goals

Assessment Unit 1 Old English/Anglo-Saxon Period/Setting Goals

**Unit 2 Middle English/The Middle Ages/Societal Groups**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Suggested Resources	Vocabulary	Standards/ Eligible Content	Suggested Lessons & Activities
<b>22 days</b>	<b>The English Language has changed over time</b>	<b>Identify the differences between Old and Middle English.</b>	<b>What Middle English sounds like</b>	<b>Recognize differences in Middle English when compared to Old English</b>	<b><i>The Canterbury Tales</i></b> - The General Prologue, The Wife of Bath's Tale, The Pardoner's Tale	Dramatic, Verbal, Situational Irony	1.2.12.C, 1.2.12.D, 1.2.L.C, 1.4.12.C, CC.1.2.9-10.D, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.4.11-12.G, CC.1.4.11-12.J	1.Breakfast Club Comparison
<b>LITERATURE</b>	<b>Irony effects tone</b>	<b>What are the three types of irony and how can they be used in a story?</b>	<b>The differences in the types of irony &amp; how to use irony</b>	<b>Identify the three types of irony and recognize them within a work of literature</b>	Recording of The General Prologue in Middle English	Satire	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	2.Warm Up
<b>LITERATURE</b>	<b>Fiction can be used to criticize</b>	<b>Explain Chaucer's writing style &amp; his criticism of life in the Middle Ages</b>	<b>The way sarcasm and satire can be used in writing</b>	<b>Connect historical events to literature of the time period</b>	Powerpoint on Chaucer & the Middle Ages	Heroic Couplet	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	3.Note Check
<b>INDEPENDENT READING</b>	<b>Society is made up of different groups</b>	<b>How is <i>Everyman</i> still relevant today?</b>	<b>The structure of a play</b>	<b>Explain the author's purpose in writing <i>The Canterbury Tales</i></b>	Powerpoint on Relics & Catacombs	Characterization	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	4.Prologue Translation
	<b>Drama in the Middle Ages emphasized religious themes</b>	<b>What was the purpose of drama in the Middle Ages?</b>	<b>What an allegory is</b>	<b>Read a nonfiction excerpt on drama in the Middle Ages</b>	Everyman play	Ecclesiastical	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	5.Chaucer worksheet
	<b>Themes can be universal</b>		<b>How to identify theme in a work</b>	<b>Read the play <i>Everyman</i> independently</b>	Nonfiction article on Drama in the Middle Ages	Primogeniture	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	6.Key Terms
				<b>Identify the structure of a play</b>		Feudal	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	7.Character Worksheets
				<b>Identify the theme of the play</b>		Middle English	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	8.Shovette
				<b>Explain the use of allegory in the play</b>		Miracle & Morality Plays	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	9.Cougarbury Tales
						Allegory	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	10. Tests & quizzes
						Pageant Wagons	1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	11.Everyman Worksheet
							1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	12. Everyman Test

							<b>R8.B.3.3.3, R11.B.3.3.3</b>	
<b>GRAMMAR</b>	<b>Write Using Correct Grammar</b>	<p><b>What are the rules for commas?</b></p> <p><b>What are the rules for semi-colon?</b></p> <p><b>How do transition words and phrases affect writing?</b></p> <p><b>What is pronoun consistency?</b></p>	<p><b>How to use a comma correctly</b></p> <p><b>How to use a semi-colon correctly</b></p> <p><b>Identify transitional words &amp; phrases and use them correctly in a piece of writing</b></p> <p><b>How to maintain pronoun consistency in their writing</b></p>	<p><b>Write complex sentences using commas correctly</b></p> <p><b>Write complex sentences using semi-colons correctly</b></p> <p><b>Write a multi-paragraph piece using transition words &amp; phrases</b></p> <p><b>Maintain pronoun consistency in their writing</b></p>	Grammar activities & worksheets	<p>Semi-colon</p> <p>Comma</p> <p>Transitional phrases</p> <p>Pronoun</p>		<p>Grammar activities</p> <p>Transition List</p>
<b>WRITING Irony</b>	<p><b>Irony affects tone</b></p> <p><b>Authors use writing to criticize</b></p>	<p><b>What is verbal irony?</b></p> <p><b>How can writing be used to bring about change?</b></p> <p><b>What style of writing did Chaucer use?</b></p>	<p><b>How to identify verbal irony</b></p> <p><b>How to use verbal irony in a piece of writing</b></p> <p><b>How to write clearly and maintain focus</b></p> <p><b>How to write in heroic couplets</b></p>	<p><b>Write a character profile of a stereotypical group or individual</b></p> <p><b>Use irony in a written passage</b></p> <p><b>Imitate Geoffrey Chaucer's writing style</b></p> <p><b>Collaborate with</b></p>	<p>The Breakfast Club movie</p> <p>The General Prologue from <i>The Canterbury Tales</i></p>	<p>Verbal irony</p> <p>Heroic Couplet</p> <p>Sarcasm</p>	<p><b>1.5.11.B, 1.5.12.B, 1.5.12.C, 1.5.C.B, 1.5.C.C, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.I, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.W, C.IE.1.1.2 1.5.11.C, 1.5.12.C, 1.5.C.C, CC.1.4.11-12.D,</b></p>	<p>1.Shovette</p> <p>2.The Cougarbury Tales</p>

				peers to produce a piece of writing			CC.1.4.11-12.I, CC.1.4.11-12.P, CC.1.4.11-12.Q, C.IE.2.1.5 1.5.11.C, 1.5.12.C, 1.5.C.C, CC.1.4.11-12.D, CC.1.4.11-12.I, CC.1.4.11-12.P, CC.1.4.11-12.Q	
<b>WRITING Research</b>	Information to expand or gain knowledge can be acquired from a variety of sources	How do we determine a source is credible & reliable?  How can using the research process promote lifelong learning?  What are the components of an MLA format research paper?	How to evaluate sources  How to gather material on the same subject from several different sources  How to write an MLA format research paper  How to meet multiple deadlines	Evaluate the credibility of sources  Gather information from several sources on one topic  Organize the information into an MLA format paper  Meet multiple deadlines  Write with clarity & focus  Use correct grammar	OWL website  CHS Library  Carnegie Library of Pittsburgh  Handouts on the research paper	MLA  Works Cited  Citation  Plagiarism	1.8.11.A, 1.8.12.A, 1.8.C.A 1.8.9.B, 1.8.10.B, 1.8.11.B, 1.8.C.B, 1.9.9.A, 1.9.10.A, 1.9.11.A, CC.1.4.9-10.U, CC.1.4.9-10.V, CC.1.5.9-10.E 1.2.9.A, 1.2.9.C, 1.2.9.D, 1.2.9.E, 1.2.10.A, 1.2.10.B, 1.2.10.C, 1.2.10.D, 1.2.10.E, 1.2.11.B, 1.2.11.C, 1.2.11.D, 1.2.11.E, 1.2.12.B, 1.2.12.C, 1.2.12.D, 1.2.12.E, 1.8.9.B, 1.8.10.B, 1.8.11.B, 1.8.12.B, 1.8.C.B, 1.9.9.B, 1.9.10.B,	1.Transition worksheet  2.Evaluating Print Sources  3.Introduction to the research paper handout

							<p>1.9.11.B, 1.9.12.B, CC.1.2.9-10.A, CC.1.2.9-10.C, CC.1.2.9-10.E, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.3.9-10.A, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.4.9-10.V, CC.1.4.11-12.V 1.2.9.A, 1.2.9.B, 1.2.9.C, 1.2.9.D, 1.2.9.E, 1.2.10.A, 1.2.10.B, 1.2.10.C, 1.2.10.D, 1.2.10.E, 1.8.10.B, 1.8.11.B, 1.8.12.B, CC.1.2.9-10.A, CC.1.2.9-10.C, CC.1.2.9-10.E, CC.1.3.9-10.A, CC.1.4.9-10.V, CC.1.4.11-12.V, R11.A.2.3.1, R11.A.2.3.2, R11.A.2.4.1, R11.A.2.5.1, R11.A.2.6.1, 1.8.9.B, 1.8.10.B, 1.8.11.B, 1.8.12.B, CC.1.4.9-10.V, CC.1.4.11-12.V, R11.A.2.3.2R11. A.2.6.2 1.5.9.E, 1.5.10.F,</p>	
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							1.5.11.F, 1.5.12.F, CC.1.4.9-10.E, CC.1.4.9-10.L, CC.1.4.9-10.R, CC.1.4.11-12.E, CC.1.4.11-12.L, CC.1.4.11-12.R, CC.1.5.9-10.G, CC.1.5.11-12. 1.8.11.B, 1.8.12.B, CC.1.4.11-12.V, R11.A.2.3.2G	
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Review for Assessment Unit 2 Middle English/The Middle Ages/Societal Groups

Assessment Unit 2 Middle English/The Middle Ages/Societal Groups

## Unit Three/The Renaissance Period/The Result of Ambition

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Suggested Resources	Vocabulary	Standards/ Eligible Content	Suggested Lessons Activities
<b>38 Days</b>  LITERATURE	<p>The English Language has changed over time</p> <p>Genres of Literature have different characteristics</p> <p>A tragedy has characteristics that define it</p>	<p>What makes a piece of writing a tragedy?</p> <p>What characteristics define a tragic hero?</p> <p>What is a tragic flaw?</p>	<p>The elements of tragedy</p> <p>How to define a character as a tragic hero</p> <p>The structure of a Shakespearean play</p> <p>How to identify an</p>	<p>Identify the elements of tragedy</p> <p>Determine whether a character is a tragic hero based on a list of characteristics</p> <p>Describe the structure of a Shakespearean play</p>	<p><i>Paradise Lost Book I</i></p> <p><i>Macbeth</i></p> <p>Renaissance Poetry</p> <p>Metaphysical Poetry</p> <p>Aristotle's definition of tragic hero</p>	<p>Epic &amp; Epic Hero</p> <p>Pastoral Poem</p> <p>Metaphysical Conceit</p> <p>Paradox</p>	<p>1.2.5.E, 1.2.6.E, 1.2.7.E, 1.2.8.E, 1.2.9.E, 1.2.10.E, 1.2.11.E, 1.2.12.D, 1.2.12.E, CC.1.2.5.A, CC.1.2.5.C, CC.1.2.5.E, CC.1.2.5.J, CC.1.2.6.E, CC.1.2.7.E, CC.1.2.9-10.E,</p>	<p>Renaissance Notes</p> <p>Epic Notes</p> <p>Tests &amp; Quizzes</p> <p>Sonnet Activities</p> <p>Warm Ups</p> <p>Subjective Essay</p>

<p><b>WRITING</b></p> <p><b>Subjective Essay</b></p>	<p>Ambition can be a good/bad thing</p> <p>Purpose, topic and audience guide types of writing</p> <p>There are different types of writing</p> <p>Comprehension requires &amp; enhances critical thinking and is constructed through the intentional interaction between reader and text</p>	<p>What type of poetry was popular during the Renaissance?</p> <p>How does an author's diction &amp; syntax affect tone &amp; mood?</p> <p>How can literary devices help a reader make a judgment about a character?</p>	<p>epic</p> <p>How to respond in writing to a piece of literature</p> <p>How to find examples of theme within a work</p> <p>How to write a multi-paragraph essay</p> <p>How to cite textual evidence to support a claim</p> <p>How to write a well-constructed thesis statement</p> <p>Maintain present tense when discussing texts</p> <p>Eliminate words from the "words to avoid" list when writing</p>	<p>Determine whether or not a piece of literature is an epic</p> <p>Respond to a prompt using textual evidence</p> <p>Write a multi-paragraph subjective essay</p> <p>Cite textual evidence within a piece of writing</p> <p>Follow the proper format for a formal piece of writing</p>	<p>Excerpts from the <i>Bible: Genesis</i></p> <p>Poem: <i>Eve's Apology</i></p>	<p>Allusion</p> <p>Apostrophe</p> <p>Parallelism</p> <p>Petrarchan &amp; Elizabethan Sonnets</p> <p>Subjective Essay</p>	<p>CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.3.5.J, CC.1.3.6.J, CC.1.3.7.K, CC.1.3.8.K, CC.1.3.11-12.A, R5.A.1.3.1, R5.A.1.3.2, R5.A.2.3.1, R5.A.2.3.2, R6.A.1.3.1, R6.A.1.3.2, R6.A.2.3.1, R6.A.2.3.2, R7.A.1.3.1, R7.A.1.3.2, R7.A.2.3.1, R7.A.2.3.2, R8.A.1.3.1, R11.A.1.3.1, R11.A.1.3.2</p>	<p>Subjective essay assignment</p>
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<b>WRITING</b>  <b>Rhetorical Analysis</b>	<p><b>Purpose, topic and audience guide types of writing</b></p> <p>There are different types of writing</p> <p>Comprehension requires &amp; enhances critical thinking and is constructed through the intentional interaction between reader and text</p>	<p>How does an author use persuasive techniques in writing?</p>	<p>How to recognize the three appeals in a piece of literature</p> <p>The definition of rhetoric</p>	<p>Write a multi-paragraph paper</p> <p>Present relevant, insightful textual evidence to support a claim</p> <p>Identify an author's use of one or more of the Appeals in their writing</p>	<p>Rhetorical Analysis Definitions and Assignment</p> <p><i>Macbeth</i></p> <p><i>Paradise Lost Book I</i></p>	<p>Ethos</p> <p>Pathos</p> <p>Logos</p> <p>Rhetoric</p> <p>Appeals</p> <p>Audience</p> <p>Purpose</p>	<p>1.5.11.E, 1.5.12.E, 1.5.C.E, CC.1.4.11-12.T, C.IE.2.1.3, C.IE.2.1.4, C.IE.2.1.6, C.IE.2.1.7, C.A.2.1.1, C.A.2.1.2, C.A.2.1.3, C.A.2.1.4, C.A.2.1.6, C.A.2.1.7</p>	<p>Rhetorical Analysis Assignment</p>
<b>Grammar</b>	<p>Write Using Correct Grammar</p>	<p>What is subject-verb agreement?</p> <p>How do transition words &amp; phrases affect writing?</p> <p>Why is it important to maintain tense in writing?</p>	<p>How to maintain subject-verb agreement</p> <p>How to use transitional words and phrases</p> <p>How to maintain tense when writing</p>	<p>Use correct grammar when writing</p>				

Review Unit 3 The Renaissance Period/The Result of Ambition

Assessment Unit 3 The Renaissance Period/The Result of Ambition

**Unit Four/The Restoration & the 18<sup>th</sup> Century/Author's Purpose**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Suggested Resources	Vocabulary	Standards/ Eligible Content	Suggested Lessons Activities
<p><b>10 Days</b></p> <p>LITERATURE</p>	<p>Comprehension requires &amp; enhances critical thinking &amp; is constructed through the intentional interaction between reader &amp; text</p>	<p>What is satire?</p> <p>How can wit and sarcasm be used by an author to instruct?</p> <p>What is author's purpose?</p>	<p>Be able to identify author's purpose</p> <p>Understand and identify sarcasm, wit and satire in a piece of literature and other media</p> <p>Imitate a designated author's style in an original piece</p>	<p>Determine author's purpose</p> <p>Define and identify, sarcasm, wit, satire &amp; literary parody</p> <p>Create an outline for an original piece based on a specific author's style</p>	<p><i>Shrek 2</i> movie</p> <p><i>A Modest Proposal</i></p> <p>Alexander Pope writings</p> <p>Excerpts from <i>Don Quixote</i></p> <p>Excerpts from <i>Gulliver's Travels</i></p>	<p>Sarcasm</p> <p>Wit</p> <p>Satire</p> <p>Literary Parody</p> <p>Anachronism</p> <p>Allusion</p> <p>Epigram</p>	<p>1.3.10.D, 1.3.11.D, 1.3.12.C, 1.3.12.D, 1.3.L.C, 1.3.L.D, CC.1.2.8.F, CC.1.3.9-10.B, CC.1.3.11-12.C, R11.B.2.1.1, R11.B.2.1.2 1.3.9.D, 1.3.10.D, 1.3.11.D, 1.3.12.D, 1.3.L.D, R11.B.2.1.1, R11.B.2.1.2</p>	<p>Timeline Worksheet</p> <p>Socratic Seminar</p> <p>Literary Parody</p> <p>Warm Ups</p> <p>Tests &amp; Quizzes</p> <p>Restoration Note Check</p> <p>Video Segment from HRW</p> <p>Living Language Warm Up</p>
<p>WRITING</p> <p>Modest Proposal</p>	<p>Purpose, topic &amp; audience guide types of writing</p>	<p>How can an author use sarcasm to bring about change?</p>	<p>Identify the writing style of an author</p> <p>How to imitate the style of Jonathan Swift in an original piece</p> <p>How to correctly use sarcasm, wit</p>	<p>Write an original piece using sarcasm, wit and satire</p> <p>Identify a social problem and propose an unrealistic solution</p>	<p><i>A Modest Proposal</i></p> <p>Examples from <i>The Onion</i></p>	<p>Sarcasm</p> <p>Wit</p> <p>Satire</p>	<p>1.5.11.E, 1.5.12.E, 1.5.C.E, CC.1.4.11-12.T, C.IE.2.1.3, C.IE.2.1.4, C.IE.2.1.6, C.IE.2.1.7, C.A.2.1.1, C.A.2.1.2, C.A.2.1.3,</p>	<p><i>A Modest Proposal</i> Writing Assignment</p>

and satire in their writing

C.A.2.1.4,  
C.A.2.1.6,  
C.A.2.1.7

Review Unit 4 The Renaissance Period/The Result of Ambition

Assessment Unit 4 The Renaissance Period/The Result of Ambition

**Unit Five/The English Romantic Period**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Suggested Resources	Vocabulary	Standards/ Eligible Content	Suggested Lessons Activities
<b>40 Days</b>  <b>LITERATURE</b>	<p>Social events can influence literary pieces</p> <p>Authors have a purpose when writing</p> <p>Literature has different genres</p>	<p>How were social events reflected in the writing during the Romantic Period?</p> <p>What is romanticism?</p> <p>What is Gothic Literature?</p>	<p>Differences between several Romantic writers</p> <p>Characteristics of Romantic literature</p> <p>Characteristics of Gothic literature</p> <p>How to identify several Poetic Devices</p> <p>Analyze and respond to literary pieces</p>	<p>Analyze the styles of several Romantic Period poets</p> <p>Identify the characteristics of Romantic writing</p> <p>Identify the characteristics of Gothic Literature</p> <p>Respond in writing to different pieces of literature</p>	<p>Poetry of:</p> <ol style="list-style-type: none"> <li>William Blake</li> <li>William Wordsworth</li> <li>Samuel Taylor Coleridge</li> <li>Lord Byron</li> <li>Percy Shelley</li> <li>John Keats</li> </ol> <p><i>Frankenstein</i></p>	<p>Apostrophe</p> <p>Symbol</p> <p>Parallelism</p> <p>Meditative Ode</p> <p>Literary Ballad</p> <p>Byronic Hero</p> <p>Lyric Poetry</p> <p>Extended Simile</p> <p>Antithesis</p> <p>The Noble Savage</p> <p>Tabula Rosa</p>	<p>1.3.9.C, 1.3.10.C, 1.3.11.C, 1.3.12.C, 1.3.L.C, CC.1.2.8.F, CC.1.3.9-10.B, CC.1.3.9-10.D, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.11-12.C, CC.1.3.11-12.D, L.F.1.1.3 1.3.9.C, 1.3.10.C, 1.3.11.C, 1.3.12.C, CC.1.2.8.F, CC.1.3.9-10.B, CC.1.3.9-10.D, CC.1.3.9-10.G, CC.1.3.9-10.H, CC.1.3.11-12.D 1.2.9.E, 1.2.10.E, 1.2.11.E, 1.2.12.E, 1.2.L.E, CC.1.2.9-10.E, CC.1.2.11-12.E,</p>	<p>Warm Ups</p> <p>Tests &amp; Quizzes</p> <p>Timeline Worksheets</p> <p>Worksheets</p> <p>Novel Notes</p> <p>Reading Guide Questions</p> <p>Ballad Scavenger Hunt</p> <p>Group Questions</p>

							<p>CC.1.2.11-12.F  1.1.12.D,  1.1.L.D,  1.3.12.A,  CC.1.3.11-12.H,  CC.1.3.11-12.K  1.1.9.C,  1.1.10.C,  1.1.11.C,  1.1.12.C,  CC.1.2.9-10.F,  CC.1.3.9-10.I,  CC.1.3.9-10.J,  CC.1.3.11-12.I,  CC.1.3.11-12.J,  R11.A.1.1.1</p>	
<p><b>WRITING</b></p> <p><b>Poetry</b></p>	<p>Purpose, topic &amp; audience guide types of writing</p>	<p>How does a poem compare to other types of writing?</p> <p>What are the characteristics of a poem?</p>	<p>How to write a poem</p> <p>How to follow guidelines for an assignment</p>	<p>Write an original poem following a list of guidelines</p>	<p>“Chicago” by Carl Sandburg</p> <p>“A Poison Tree” by William Blake</p> <p>“Lines Composed a Few Miles Above Tintern Abbey” by William Wordsworth</p> <p>Additional media with the same theme</p>	<p>Symbol</p> <p>Allusion</p> <p>Paradox</p>	<p>1.5.11.E,  1.5.12.E, 1.5.C.E,  CC.1.4.11-12.T,  C.IE.2.1.3,  C.IE.2.1.4,  C.IE.2.1.6,  C.IE.2.1.7,  C.A.2.1.1,  C.A.2.1.2,  C.A.2.1.3,  C.A.2.1.4,  C.A.2.1.6,  C.A.2.1.7</p>	<p>Original Poison Poem Assignment</p> <p>My Hometown poetry assignment</p>

Review Unit 5 The English Romantic Period

Assessment Unit 5 The English Romantic Period

## Unit Six/The Victorian Period

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Suggested Resources	Vocabulary	Standards/ Eligible Content	Suggested Lessons & Activities
<b>29 Days</b>  <b>LITERATURE</b>	Social events can influence literary pieces  Comprehension requires & enhances critical thinking & is constructed through the intentional interaction between reader & text	How did authors in the Victorian era reflect social events in their writing?  How can we determine the author's purpose for writing a piece?  How can literature help to bring about change?	Historical events during the Victorian Era  Societal roles for men & women  Social activism of the time period  Cultural differences of the time period  Historical events of the French Revolution  Will identify similarities & differences between two different media	Connect historical events to literature of the time period  Analyze how gender roles are portrayed in literature  Identify literary devices used in several genres of literature  Compare and Contrast two pieces  Identify similarities & differences between two different media	<i>A Tale of Two Cities</i>  <b>Poetry &amp; Short Stories by:</b> Robert Browning  Elizabeth Barrett Browning  Tennyson  Kipling  De Maupassant  Chekhov  Tolstoy	Pun  Double Entendre  Dramatic Monologue  Anaphora  Euphemism  Analogy  Parallelism	1.2.12.C, 1.2.12.E, 1.2.L.C, 1.2.L.E, CC.1.2.9-10.D, CC.1.2.11-12.C, CC.1.2.11-12.E, CC.1.3.11-12.B, L.N.2.5.6 1.3.12.A, 1.3.L.A, 1.9.12.B, 1.9.C.B, CC.1.3.11-12.G, CC.1.3.11-12.H, L.F.2.4.1 1.2.9.C, 1.2.10.C, 1.2.11.C, 1.2.12.C, CC.1.2.11-12.C, CC.1.3.11-12.B, L.N.2.5.6	1.Warm Ups  2.Timeline  3.Tests & Quizzes  4.Compare & Contrast two pieces  5. Reading Guide Questions  6.Novel Notes  7. Power Point on Victorian Period & French Revolution  8.Group Questions  9. Socratic Seminar
<b>WRITING</b>  <b>Comparing Two Selections</b>	Purpose, topic & audience guide types of writing	How can different authors portray the same theme?  How can different media be connected?	Will know how to compare & contrast two selections  Will identify similar themes within two works	Write a multi-paragraph piece comparing & contrasting two selections	<i>"The Charge of the Light Brigade"</i>  <i>"The Last of the Light Brigade"</i>  <i>"The Lady of Shalott"</i>		1.5.11.E, 1.5.12.E, 1.5.C.E, CC.1.4.11-12.T, C.IE.2.1.3, C.IE.2.1.4, C.IE.2.1.6, C.IE.2.1.7, C.A.2.1.1, C.A.2.1.2, C.A.2.1.3, C.A.2.1.4, C.A.2.1.6, C.A.2.1.7	Compare/Contrast Writing Assignment

Review Unit 6 The Victorian Period

Assessment Unit 6 The Victorian Period

Unit Seven/The Modern Period

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Suggested Resources	Vocabulary	Standards/ Eligible Content	Suggested Lessons & Activities
<p><b>16 Days</b></p> <p>LITERATURE</p>	<p>Comprehension requires &amp; enhances critical thinking &amp; is constructed through the intentional interaction between reader &amp; text</p>	<p>What is disillusionment ?</p> <p>What is the American Dream?</p> <p>What happens when different cultures clash?</p> <p>What is a novella?</p> <p>What makes a story a mystery?</p>	<p>How to recognize the theme of disillusionment</p> <p>Create a definition for the American Dream</p> <p>How to recognize different cultures/belief</p> <p>The definition of a novella</p> <p>The definition of a mystery</p>	<p>Identify examples of disillusionment in a piece of literature</p> <p>Create a definition for the American Dream</p> <p>Identify cultural differences &amp; stereotypes in a literary piece</p> <p>Define a mystery &amp; novella</p>	<p>Poetry by:</p> <p>T.S. Eliot</p> <p>Wilfred Owens</p> <p>William Butler Yeats</p> <p>Wole Soyinka</p> <p>Short Stories by:</p> <p>James Joyce</p> <p>George Orwell</p> <p>D.H. Lawrence</p> <p>Elizabeth Bowen</p> <p>Essay by:</p> <p>Virginia Woolf</p>	<p>Tone</p> <p>Theme</p> <p>Disillusionment</p> <p>Allusion</p> <p>Trench Poets</p> <p>Oxymoron</p>	<p>1.2.9.D, 1.2.10.D, 1.2.11.D, 1.2.12.C, 1.2.12.D, 1.2.L.C, 1.2.L.D, CC.1.2.8.B, CC.1.2.9-10.B, CC.1.2.9-10.C, CC.1.2.9-10.D, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.3.9-10.A, CC.1.3.11-12.A, CC.1.3.11-12.B, L.N.1.1.3, L.N.2.4.1, R11.B.3.2.1, R11.B.3.2.2 1.3.9.A, 1.3.9.B, 1.3.10.A, 1.3.10.B, 1.3.11.A, 1.3.11.B, 1.3.12.A, 1.3.12.B, 1.3.L.A, CC.1.3.9-10.K,</p>	<p>1.Warm Up</p> <p>2.Tests &amp; Quizzes</p> <p>3.Disillusionment Worksheet</p> <p>4.Clashing Cultures Activity</p> <p>5. Hollow Men Collage</p> <p>6. Reading Guide Questions</p>



<p><b>WRITING</b></p> <p><b>Thank You Note</b></p>	<p>Writing can be informal or formal</p> <p>Purpose, topic &amp; audience guide types of writing</p>	<p>What is a note?</p> <p>Why do people send notes?</p> <p>What are the parts of a thank you note?</p>	<p>How to distinguish between a note and other forms of writing</p> <p>The purpose of sending a note</p> <p>The components of a thank you note</p>	<p>Define a note</p> <p>Write a thank you note following guidelines</p> <p>Submit a final, clean copy for a grade</p>	<p>Thank you Note format</p>	<p>Salutation</p> <p>Body</p> <p>Closing</p> <p>Signature</p>	<p>CC.1.3.11-12.G, CC.1.3.11-12.H, L.N.2.2.1, R11.B.3.3.1, R11.B.3.3.2</p>	<p>Thank you note assignment</p> <p>Thank you note format</p>
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**Review Unit 7 The Modern Period**

**Assessment Unit 7 The Modern Period**