

# 2014-2015 British Lit Curriculum Map

1 <sup>st</sup> 9weeks Unit 1 A Royal Mess	2 <sup>nd</sup> 9weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9weeks
<p>The Anglo-Saxon Period &amp; The Medieval Period ELABLR1f Epic poem ELABLR1-3 Epic hero ELABLR1-3 Poetic forms ELABLR1-3 Historical documents and accounts ELABLR1-3 Ballads ELABLR1-3 Frame stories ELABLR1-3 Medieval romances ELABLR1-3 Novel ELABLR1 &amp; 2</p> <p>*The student will be able to identify, analyze, and apply knowledge of the structures and elements of British fiction, non-fiction and poetry. Included are symbolism, imagery, language, style, character, point of view, irony, chronological order, in media res, flashback, epistle, and frame narrative. *The student will be able to identify, analyze and apply knowledge of theme in works of British literature. *The student will read fictional texts and will be able to participate in discussions related to curricular learning.</p> <p><u>Beowulf</u> Selections from <u>The Canterbury Tales</u> "The Passionate Shepherd To His Love" "The Nymph's Reply To the Shepherd" Selections by the Venerable Bede Elizabeth's Speech to the Troops at Tilbury</p>	<p><u>The Renaissance Period</u> ELABLR1f Sonnets ELABLR1-3 Drama ELABLR1-3 metaphysical poetry ELABLR1-3 religious writings ELABLR1-3 essays ELABLR1-3 historical documents ELABLR1-3 female writers ELABLR1-3 letters ELABLR1-3</p> <p>*The student will be able to identify, analyze, and apply knowledge of the structures and elements of British fiction, non-fiction and poetry. Included are symbolism, imagery, language, style, character, point of view, irony, chronological order, in media res, flashback, epistle, and frame narrative.</p> <p>Various sonnet selections John Donne selections Pope's Essays Carpe Diem poems Excerpts from <u>Paradise Lost</u> Bacon's Essays <u>Macbeth</u></p> <p><u>The Restoration</u> ELABLR1f Journalistic Satire ELABLR1-3 Poetic structure and form ELABLR1-3 Journals ELABLR1-3 Non-print text ELABLR1-3 *The student will be able to identify, analyze, and apply knowledge of the structures and elements of British fiction, non-fiction and poetry. Included are symbolism, imagery, language, style, character, point of view, irony, chronological order, in media res, flashback, epistle, and frame narrative. *The student will be able to identify, analyze and apply knowledge of theme in works of British literature.</p> <p>Selections from <u>The Diary of Samuel Pepys</u> Pope's <u>Essays on Man</u> Selections from Daniel Defoe "A Modest Proposal" Johnson's "Dictionary of the English Language" "Elegy Written in a Country Churchyard"</p>	<p><u>The Romantic Period</u> ELABLR1f Poetry ELABLR1-3 Gothic novel ELABLR1-3, ELABLR1C1 &amp; 2 Women writers ELABLR1-3</p> <p>*The student will be able to identify, analyze, and apply knowledge of the structures and elements of British fiction, non-fiction and poetry. Included are symbolism, imagery, language, style, character, point of view, irony, chronological order, in media res, flashback, epistle, and frame narrative. *The student will be able to identify, analyze and apply knowledge of theme in works of British literature. *The student will read fictional texts and will be able to participate in discussions related to curricular learning.</p> <p><u>Frankenstein</u> Romantic Poets – Various Selections <u>Professor and the Mad Man</u></p> <p><u>The Victorian Period</u> ELABLR1f Drama ELABLR1-3 Poetic structure and form ELABLR1-3 Development of the Victorian novel ELABLR1-3, ELABLR1C1/2 Nonfiction ELABLR1-3 *The student will be able to identify, analyze, and apply knowledge of the structures and elements of British fiction, non-fiction and poetry. Included are symbolism, imagery, language, style, character, point of view, irony, chronological order, in media res, flashback, epistle, and frame narrative. *The student will be able to identify, analyze and apply knowledge of theme in works of British literature. *The student will read fictional texts and will be able to participate in discussions related to curricular learning.</p> <p>Browning's "My Last Duchess" Love poetry of Elizabeth Barrett Browning Bronte's Letter "A Warning Against Passion" Mary Coleridge "The King is Dead, Long Live the King" Various poems of Hardy and Housman <u>Pride and Prejudice</u> selections</p>	<p><u>Modernism and Postmodernism</u> ELABLR1f Short Story ELABLR1-3 Poetic structure ELABLR1-3 Nonfiction ELABLR1-3 Development of the modern novel ELABLR1-3, ELABLR1C1 &amp; 2</p> <p>*The student will be able to identify, analyze, and apply knowledge of the structures and elements of British fiction, non-fiction and poetry. Included are symbolism, imagery, language, style, character, point of view, irony, chronological order, in media res, flashback, epistle, and frame narrative. *The student will be able to identify, analyze and apply knowledge of theme in works of British literature *The student will read fictional texts and will be able to participate in discussions related to curricular learning.</p> <p>Churchill's Speeches "Shooting an Elephant" "The Rocking Horse Winner" "A Cup of Tea" Dylan Thomas selections Orwell Essays "Shooting an Elephant" <u>Pygmalion</u> or <u>The Importance of Being Earnest</u></p>

<p>Vocabulary ELABLR5, ELABLRC3          Literary Elements ELABLR1-4          Theme ELABLR1-4          Writing, Timed Writing ELA12W1-4, ELABLR4          Review the writing process, thesis, manuscript form, introductions and conclusions, Argument, Expository writing          Conventions ELA12C1-2          Parts of speech, Pronoun/Antecedent Agreement, Clauses, Parallel Structure</p>	<p>Writing ELA12W1-4, ELABLR4          Research Paper: Argumentative Essay with outside sources., MLA, Works Cited, citations, quotes          Conventions ELA12C1-2          Mechanics and Punctuation: All including ellipsis and quotation marks.          Usage Glossary          Modifiers: Dangling and Misplaced</p>
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ELA12LSV1-2 will be incorporated in each unit through cooperative learning, differentiated instruction, and performance tasks.

ELABLRC4 Reading Strategies will be incorporated into each unit (predicting, summarizing, making inferences, posing questions, drawing conclusions, vocabulary in context, and making connections to self, community and world).