

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** English 12

**Subject Area:** English

**Grade Level:** 12

**Course Description:** The course is designed to provide students with a firm foundation in British Literature. Students will be provided with a survey course, which begins with the Anglo-Saxon epic Beowulf and moves through the Medieval, Renaissance, Restoration, Romantic, Victorian, Modern and Contemporary periods tracing themes, historical achievements, and great art created by the British. Students will build on their foundation of reading, writing, understanding grammar and developing vocabulary in order to analyze, evaluate, and appreciate the short stories, literary nonfiction, poetry, drama, informational texts and historical documents. Additionally, students will read a minimum of one novel per marking period subject to the approval of their English teacher. They will also learn how to write a research paper and follow the parameters set forth by the Modern Language Association. The course reflects the newly created English Language Arts Common Core State Standards.

**Time/Credit for this Course:** One Full Academic Year / 1.0 Credit

**Curriculum Writing Committee:** Jodi Guro, Daniel Sleiman, Deborah Hockman, Lacy Browne, Casey Smith, Lynzie Schaffer, and Ed Goodenough

## Wilson Area School District Course Materials: English 12

### Textbooks:

*Literature: British Literature*  
Houghton Mifflin Harcourt, 2012

### Supplemental Books:

*Elements of Language*, Holt, Rinehart, and Winston, 2003  
*1984*, George Orwell  
*Dracula*, Bram Stoker  
*The Tempest*, William Shakespeare

### Teacher Resources:

- Ancillary Workbooks, Houghton Mifflin Harcourt
- CD ROMS for test construction
- Online editions for students and teachers
- Online support such as interactive smart board lessons at thinkcentral.com
- Supplemental video excerpts to reinforce lessons
- Various Technological Resources which may include but is not limited to:
  - Kami
  - EdPuzzle
  - StoryboardThat
  - GoogleForms
  - GoFormative
  - Blooket
  - Kahoot
  - Google Classroom
  - MyShakespeare
  - Google Suite

## **Wilson Area School District Curriculum Map**

### **August and September:**

- Summer reading review for students taking Honors English
- Research paper writing

### **October:**

- Research paper writing
- The Anglo-Saxon Period

### **November:**

- The Medieval Period

### **December:**

- The Renaissance Period (Shakespeare)

### **January:**

- Midterm Review
- Midterm Exams
- Complete The Renaissance Period (Shakespeare)

### **February:**

- The Renaissance Period
- The Restoration and 18th Century

### **March:**

- Complete The Restoration and 18<sup>th</sup> Century
- The Flowering of Romanticism

### **April:**

- Complete The Flowering of Romanticism
- The Victorian Era

### **May:**

- Complete The Victorian Era
- The Modern and Contemporary Period
- Final exam review

### **June:**

- Final Exams

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** Review of Summer Reading (Honors only)  
Summer reading assignments are subject to change

**Time Frame:** Two Weeks

**Common Core Standards:** CC.1.3.11-12.A-F,I-J; CC.1.5.11-12.A; CC.1.4.11-12.E,K,Q

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Review the plot of the novel by correctly incorporating literary terms for plot analysis
- Identify major and minor characters in the novel, trace their development, and make inferences based on the evidence
- Identify and discuss major themes and symbols in the novel and relate them to other works of literature, current events, and history
- Identify the narrator, the point of view, and evaluate the effectiveness and the purpose of the narrative choice
- Analyze the author's style
- Explain the novel's place and relationship to British literary period and/or history

**Core Activities:** Students will complete/participate in the following:

- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction
- Discuss plot, character, diction, theme, symbol, point of view, current and historical connections in small groups and/or in large group instruction

**Extension:**

- Students may complete additional research on historical aspects of the novel
- Students may complete additional research on the artistic aspects of the novel

**Remediation:**

- Students struggling with the text may seek additional assistance after school or before school with their teacher
- Students may view the film adaptation of the novel if one has been created

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- The summer reading novels
- A film adaptation, if it has been created

**Assessments:**

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** Writing the Research Paper

**Time Frame:** 5-7 Weeks

**Common Core Standards:** CC.1.2.11-12.G,J; CC.1.4.11-12.S,U,V,W,X

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Read Research Strategies Workshop
- Find and read independent selections that pertain to their research topics
- Write a research paper

**Core Activities:** Students will complete/participate in the following:

- Select and shape a research topic
- Plan their research
- Identify relevant and credible sources
- Choose the best research tools, including primary and secondary sources and online sources
- Make source lists, take notes, and synthesize multiple sources
- Avoid plagiarism by quoting directly and crediting sources
- Verify information, detect bias, and develop a personal perspective
- Document sources and prepare a Works Cited list
- Format their papers
- Use punctuation correctly throughout the paper and specifically while quoting from sources
- Correctly include parenthetical documentation
- Learn new words organically through the research process
- Write a rough draft which they will edit
- Edit each other's papers

**Extension:** Students may conduct research on additional topics

**Remediation:**

- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments

**Instructional Methods:**

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Powerpoint presentations
- Class editing, peer editing, independent editing

**Materials and Resources:**

- Gale Databases
- School Library
- Google Drive
- Zotero Connector

**Assessments:**

- Class discussion, individual discussion
- Assessments of sources, note cards, planning resources
- Rough draft
- Final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** The Anglo-Saxon Period

**Time Frame:** 2-3 weeks

**Common Core Standards:** CC.1.3.11-12.A,C,F,I,J; CC.1.4.11-12.F,L,R

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Read the Text Analysis Workshop to understand the characteristics of an epic as well as techniques for reading Old English poetry
- Read the historical background to the unit
- Read *Beowulf* and learn about the characteristics of an epic poem
- Read from the *Exeter Book* and understand the common life of the Anglo-Saxons as well as focus on imagery

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- May extend their vocabulary development through other word lists

**Extension:**

- Students may read other works in the Anglo-Saxon unit.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as peer tutoring.



**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 12
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** The Medieval Period

**Time Frame:** 3-4 weeks

**Common Core Standards:** CC.1.2.11-12.K,J; CC.1.3.11-12.B,C,D,F,H,I,J,K

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Read the Text Analysis Workshop to understand the characteristics of a medieval narrative as well as techniques for reading the texts.
- Read *The Canterbury Tales*, by Geoffrey Chaucer, which may include but is not be limited to *The Prologue*, *The Pardoner's Tale*, and *The Wife of Bath's Tale*.
- Understand the characteristics of Chaucer's narrative style, analyze characterization as well as the choice of narrator, and develop language skills through paraphrasing
- Read *Sir Gawain and the Green Knight* in order to analyze Medieval Romances as well as make inferences about characters

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- May extend their vocabulary development through other word lists

**Extension:**

- Students in more advanced classes may read additional works such as *The Decameron* or participate in the media study: Legends in Film, King Arthur
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as peer tutoring

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 12
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** The Renaissance (Shakespeare)

**Time Frame:** 6 weeks

**Common Core Standards:** CC.1.3.11-12.C,E,F,H,I,J; CC.1.4.11-12.E,K,Q

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Read the Text Analysis Workshop to understand the characteristics of a sonnet
- Read William Shakespeare's sonnets: *Sonnet 29*, *Sonnet 116*, and *Sonnet 130* in order to analyze the sonnet form as well as develop an understanding of imagery, symbolism, and theme
- Read the Text Analysis Workshop: Shakespearean Tragedy.
- Read *The Tragedy of Macbeth* in order to understand the conventions of tragedy as well as study Shakespeare's use of language to develop characters, themes, and symbolism.
- Analyze Shakespeare's use of imagery and figurative language as well as common dramatic techniques

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers.
- Answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Extend their vocabulary development through other word lists

**Extension:**

- Students may choose to read additional Shakespearean tragedies such as *The Tragedy of Hamlet, Prince of Denmark*.
- Students may choose to read other tragedies such as *Death of a Salesman*, by Arthur Miller, or *Oedipus*, by Sophocles.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as peer tutoring.

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- MyShakespeare
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 12
- Kami
- MyShakespeare
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** The Renaissance Period

**Time Frame:** 2 weeks

**Common Core Standards:** CC.1.3.11-12.C,E,F,H,I,J; CC.1.4.11-12.E,K,Q

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Read an excerpt from *Paradise Lost*, by John Milton (Honors only). They will analyze allusions as well as other poetic devices and techniques in order to read a difficult text
- Read *To His Coy Mistress*, by Andrew Marvell and *To the Virgins, to Make Much of Time*, by Robert Herrick in order to analyze theme and interpret figurative language in Renaissance poetry

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers
- Answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Extend their vocabulary development through other word lists

**Extension:**

- Students may choose to read additional Renaissance texts such as the poetry of Ben Jonson.
- Teachers may choose to introduce the poetry and writing of John Donne to more advanced classes, including but not limited to *Holy Sonnet 10*, *Meditation 17*, *The Flea* and *a Valediction Forbidding Mourning*.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 12
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** The Restoration and the 18<sup>th</sup> Century

**Time Frame:** 2 week

**Common Core Standards:** CC.1.3.11-12.H,K; CC.1.4.11-12.F,L,R

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Read *A Modest Proposal*, by Jonathon Swift in order to analyze the development of an argument as well as the historical use of satire.
- Read the Text Analysis Workshop: Nonfiction in the 18<sup>th</sup> Century.

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers
- Answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Extend their vocabulary development through other word lists

**Extension:**

- Students may choose to read additional Restoration and 18<sup>th</sup> Century texts such as *Gulliver's Travels*, by Jonathon Swift and "A Vindication of the Rights of Woman, by Mary Wollstonecraft.
- Students may explore the use of satire in modern entertainment.
- Teachers may choose to introduce *The Diary of Samuel Pepys* to more advanced classes.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as peer tutoring.



**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 12
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** The Flowering of Romanticism

**Time Frame:** 4 weeks

**Common Core Standards:** CC.1.3.11-12.A,C,E,F,G,H,I,K; CC.1.4.11-12.F,L,R

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Read the poetry of William Blake, including but not limited to *The Lamb* and *The Tyger* in order to analyze symbolism as well as compare and contrast poetry
- Read the Text Analysis Workshops: Romanticism, Form and Meaning in Poetry.
- Read the poetry of William Wordsworth, including but not limited to *The World is Too Much With Us* in order to analyze romantic and stylistic elements of poetry
- Read *The Rime of the Ancient Mariner*, by Samuel Taylor Coleridge, in order to analyze a literary ballad as well as the elements of narrative poetry
- Read *Ozymandias*, by Percy Bysshe Shelley, in order to analyze historical context in poetry as well as rhythmic patterns

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers.
- Answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context
- Study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Extend their vocabulary development through other word lists

**Extension:**

- Students may choose to read additional poetry of the Romantic period.
- Students may choose to read *Frankenstein*, by Mary Shelley, a gothic novel of the time.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as peer tutoring.

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 12
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** Victorian Poetry

**Time Frame:** 2-3 weeks

**Common Core Standards:** CC.1.3.11-12.A,C,E,F,G,H,I,K; CC1.4.11-12.F,L,R

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Read *The Lady of Shalott*, by Alfred, Lord Tennyson, in order to analyze mood, speaker, and allusion in poetry
- Read *My Last Duchess*, by Robert Browning, in order to understand the elements of a dramatic monologue and make inferences about a speaker in poetry
- Read *Dover Beach*, by Matthew Arnold, in order to analyze theme and choice of speaker
- Read *To an Athlete Dying Young*, by A. E. Housman, in order to make inferences and analyze the poet's use of techniques and devices to establish theme

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers.
- Answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context.
- Study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Extend their vocabulary development through other word lists

**Extension:**

- Students may choose to read additional works of Victorian poetry.
- Students may choose to read Victorian fiction such as the works of Charles Dickens.
- Students may choose to read or view a Victorian drama such as *The Importance of Being Earnest*, by Oscar Wilde.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as peer tutoring.

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 12
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools

## Curriculum Scope and Sequence

**Planned Course:** English 12

**Unit:** Modern and Contemporary Literature

**Time Frame:** 3 weeks

**Common Core Standards:** CC.1.3.11-12.A,B,D,F,H,K

**Essential Content/Objectives:** At end of the unit, students will be able to:

- Read the Text Analysis Workshop: Modernism
- Read *The Rockinghorse Winner*, by D. H. Lawrence, in order to analyze theme, analyze the structure and techniques used to develop theme in short fiction, and draw conclusions
- Read *Do Not Go Gentle into That Good Night*, by Dylan Thomas, in order to analyze literary form, use of language, and imagery
- Read *Araby*, by James Joyce, in order to analyze first person point of view as well as analyzing descriptive details
- Read *The Demon Lover*, by Elizabeth Bowen, in order to analyze the use of foreshadowing, flashback, and other short fiction techniques and devices in order to establish theme
- Teachers may substitute or add *1984*, by George Orwell, in order to teach the fundamental concepts of Modernism

**Core Activities:** Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers
- Answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context.
- Study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Extend their vocabulary development through other word lists

**Extension:**

- Students may choose to read additional works of Modern and Contemporary poets such as *The Naming of Cats*, by T.S. Eliot.
- Students may wish to read additional works of Modern fiction such as *Heart of Darkness*, by Joseph Conrad or *A Portrait of the Artist as a Young Man*, by James Joyce.
- Students may wish to read additional works of Modern drama such as *Pygmalion*, by George Bernard Shaw.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as peer tutoring.

**Instructional Methods:**

- Google Classroom
- Zoom
- Direct instruction
- Kami
- Large and small group discussion
- Independent and group practice
- White board lessons
- PowerPoint presentations
- Games, puzzles, jigsaws
- Class, peer, and independent editing
- Reading support techniques such as talking to the text in various formats
- Teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- Literature, Holt McDougal Teacher's Edition Grade 12
- Kami
- Storyboard That
- Kahoot/Quizziz/Blooket/Quizlet
- No Red Ink
- Study Island
- Resource Manager
- Language Handbook
- Vocabulary Practice
- Elements of Language, Holt Rinehart, and Winston, 2003
- Zoom

**Assessments:**

- Class and individual discussion
- Quizzes, tests
- Projects
- Writing assignment rough and/or final drafts
- Games, puzzles
- Keystone generated scoring rubrics
- Teacher generated scoring rubrics
- Teacher generated assessment tools