

**Course Title: British Literature**

**Topic/Concept: Beowulf**

**Time Allotment: 25 days**

**Unit Sequence: 1**

**Major Concepts to be learned:**

1. Universal human experiences chronicled by society's writers
2. Universality helps connect past to present
3. Heroes emerge from any culture and reflect that culture's values
4. Perspective changes the way things are
5. History influences language

**Expected Skills to be demonstrated:**

1. Students will be able to infer status of particular social groups
2. Recognize perpetual conflict between good and evil
3. Hypothesize about why a culture embraces certain values
4. Compare/contrast hero/antihero

**PA Standards/Anchors:**

**Eligible Content:**

R11.A.1.4-6  
R11.B.1.1.1  
R11.B.2.1-2  
R11.B.3.1-3

- R.11.B.1.5.1
- R.11.B.2.2.1
- R.11.B.1.1.1
- R.11.B.1.4.1

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Lecture	Specific Reading
Group discussion	Performance task	Outlining
Research	Student Journals	Evaluating
Written work	Hands-on activity	Summarizing
Role Play	Oral presentation	Note Taking
mock trial	Scene reenactments	

- Tests
- Quizzes
- Journals
- Presentation

**Course Title:** British Literature

**Topic/Concept:** Research Paper

**Time Allotment:** 20days

**Unit Sequence:** 2

**Major Concepts to be learned:**

1. Review process of collecting research
2. Review thesis formulation
3. Review plagiarism
4. How to use appropriate sources
5. Correct use of MLA

**Expected Skills to be demonstrated:**

1. Students will be able to create a thesis based topic
2. Research topic using reliable sources
3. Understand plagiarism as theft
4. Create finished MLA style reserach paper

**PA Standards/Anchors:**

R11.A.2  
R11.B.2  
R11.B.1  
R11.B.3

**Eligible Content:**

- R11.A.2.1.2
- R11.A.2.3.1-2
- R11.B.1.1.1
- R11.B.3.2.1

**Instructional Strategies:**

Lecture	Group discussion
Performance task	Research
Written work	Note Taking
Summarizing	Outlining
Evaluating	

**Assessments:**

- Thesis approval
- Notecard check
- Outline approval
- Rough draft check
- Final paper submission

**Course Title:** British Literature

**Topic/Concept:** Canterbury Tales

**Time Allotment:** 15 days

**Unit Sequence:** 3

**Major Concepts to be learned:**

1. Reading Chaucer in a modern world
2. Society's evolution and development reflected in literature
3. Chaucer's view on Middle Ages

**Expected Skills to be demonstrated:**

1. Students will be able to understand the power of language to evoke an image of time
2. Perception vs. reality
3. Universality of Chaucer

**PA Standards/Anchors:**

**Eligible Content:**

R11.A.1.4-6  
R11.A.2.4-6  
R11.B.1.1.1  
R11.B.2.1-2  
R11.B.3.1-3

- R.11.B.1.1.1
- R.11.A.1.6.1
- R.11.1.3.2
- R.11.B.1.6.2
- R.11.A.2.3.1

**Instructional Strategies:**

**Assessments:**

Lecture	Group discussion
Performance task	Written work
Role Play	Oral presentation
Note Taking	Summarizing
Outlining	Evaluating
Specific Reading	

- Tests
- Quizzes
- Written Tale

**Course Title:** British Literature

**Topic/Concept:** Business Writing/Essay/Speech

**Time Allotment:** 23 days

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. Reflect a significance of an important experience that has meaning
2. Preparing the information
3. Organizing the essay/Speech
4. Writing the essay/Speech
5. Editing the essay/Speech

**Expected Skills to be demonstrated:**

1. Students will be able to Prewrite
2. Draft
3. Peer edit
4. Revise
5. Edit/proofread
6. Reflect
7. Answer the question

**PA Standards/Anchors:**

**Eligible Content:**

C.E.1.1.1-4  
C.P.1.1.1-5  
C.N.1.1.1-5  
C.N.2.1.1-7

- Hooks
- Introductory paragraph
- Detail paragraphs
- Closing paragraph
- Exploring appropriate writing topics
- Prewriting Methods

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Lecture
Group discussion	Performance task
Written work	Note Taking
Outlining	Evaluating

- Outline
- Rough draft
- Final copy
- Peer edit

**Course Title:** British Literature

**Topic/Concept:** Creative Writing

**Time Allotment:** 10 days

**Unit Sequence:** 5

**Major Concepts to be learned:**

1. Understand and appreciate the creative style of writing including poetry, stories, essays and plays
2. Discuss use of creative writing in the literary world

**Expected Skills to be demonstrated:**

1. Students will be able to explore the need for creative writing in literature
2. Identify and analyze author's use of this type of writing
3. Draw conclusions to appreciate and understand creative writing

**PA Standards/Anchors:**

**Eligible Content:**

R11.A.1.4-6  
R11.A.2.4-6  
R11.B.1.1.1

- R.11.A.1.5.1
- R.11.A.2.3.1
- R.11.B.1.2.1

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Problem solving activities
Lecture	Group discussion
Performance task	Research
Student Journals	Written work
Hands-on activity	Note Taking
Charting	Summarizing
Outlining	Evaluating
Editorial memo	Additional proposal

- Themed written activities
- Quiz

**Course Title: British Literature**

**Topic/Concept: Renaissance Poets**

**Time Allotment: 10 days**

**Unit Sequence: 6**

**Major Concepts to be learned:**

1. Themes/messages of 16th century poets are relevant in any time period
2. Writing as an art form emergence
3. History and culture influence a society's creative output
4. Carpe diem affects all ages

**Expected Skills to be demonstrated:**

1. Students will be able to identify sonnet form, caesura, meter/discuss structure of Renaissance Society
2. Recognize literary elements
3. Recognize Renaissance Symbolism
4. Analyze poems and infer meaning

**PA Standards/Anchors:**

**Eligible Content:**

R11.A.1.2-3  
R11.A.1.7  
W11.A.1.4-5

- R.11.A.1.4.1
- R.11.A.2.6.1

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Lecture
Group discussion	Performance task
Student Journals	Written work
Oral presentation	Note Taking
Graphic organizers	Charting
Summarizing	Outlining
Evaluating	Specific Reading

- Quiz
- Original writing

**Course Title:** British Literature

**Topic/Concept:** King Arthur's Court

**Time Allotment:** 15 days

**Unit Sequence:** 7

**Major Concepts to be learned:**

1. Understand and appreciate the medieval romance genre
2. Identify and understand a writer's use of characterization
3. Analyze romance of eras

**Expected Skills to be demonstrated:**

1. Discuss and analyze King Arthur and his court
2. Discuss the pursuits involved in the quest for the Holy Grail
3. Interpret intention vs. actual effect

**PA Standards/Anchors:**

**Eligible Content:**

R11.A.1.4-6  
R11.A.2.4-6  
R11.B.1.1.1  
R11.B.2.1-2  
R11.B.3.1-3

- R.11.B.1.1.1
- R.11.A.1.6.1
- R.11.1.3.2
- R.11.B.1.6.2
- R.11.A.2.3.1

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Problem solving activities
Lecture	Group discussion
Research	Student Journals
Hands-on activity	Role Play
Oral presentation	Note Taking
Summarizing	Outlining
Specific Reading	Virtue essay
Obituary	

- Tests
- Quizzes
- Presentations

**Course Title:** British Literature

**Topic/Concept:** The Collector

**Time Allotment:** 25 days

**Unit Sequence:** 8

**Major Concepts to be learned:**

1. Identify and examine theme in a dramatic novel
2. Examine novel as a thriller, detective story and romance
3. Analyze individual actions and feelings for textual evidence

**Expected Skills to be demonstrated:**

1. Students will be able to identify Literary plot elements
2. Discuss the narrative perspective
3. Analyze selected passages from mental standpoints of reason

**PA Standards/Anchors:**

**Eligible Content:**

R11.A.1.4-6  
R11.B.1.1.1  
R11.B.2.1-2

- R.11.B.1.1.1
- R.11.A.2.6.1
- R.11.B.1.2.1

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Problem solving activities
Lecture	Group discussion
Performance task	Student Journals
Written work	Role Play
Oral presentation	Note Taking
Summarizing	Outlining
Evaluating	Specific Reading

- Journal entries
- Written tests
- Quizzes
- Role play



**Course Title: British Literature**

**Topic/Concept: Lord of the Flies**

**Time Allotment: 23 days**

**Unit Sequence: 9**

**Major Concepts to be learned:**

1. How violence affects society as a whole
2. How violence affects individual, action and reactions
3. Personalities and reactions to stress of circumstances
4. Nature of war and human nature

**Expected Skills to be demonstrated:**

1. Students will be able to recognize the will of the human spirit
2. Compare/contrast situational outcomes based on environment and its limitations
3. Effects of violence and war on societal structure and individual spirit

**PA Standards/Anchors:**

**Eligible Content:**

R11.A.1.4-6  
R11.B.1.1.1  
R11.B.2.1-2  
R11.B.3.1-3

- R.11.B.1.1.1
- R.11.B.1.2.1
- R.11.B.3.1.1
- R.11.A.1.3.1

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Problem solving activities
Lecture	Group discussion
Performance task	Written work
Hands-on activity	Role Play
Note Taking	Summarizing
Outlining	Evaluating
Specific Reading	

- Written tests
- Written quizzes
- Presentations

**Course Title:** British Literature

**Topic/Concept:** Gulliver's Travels

**Time Allotment:** 7 days

**Unit Sequence:** 10

**Major Concepts to be learned:**

1. Understand and appreciate satire
2. Appreciate author's use of fantasy

**Expected Skills to be demonstrated:**

1. Students will be able to analyze use of fantasy
2. Participate in roundtable discussion
3. Write a summary and response to tales
4. Film analysis

**PA Standards/Anchors:**

**Eligible Content:**

R11.A.1.4-6  
R11.B.1.1.1  
R11.B.2.1-2  
R11.B.3.1-3

- R.11.A.1.4.1
- R.11.B.1.2.1
- R.11.A.2.6.1-2

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Lecture
Group discussion	Performance task
Student Journals	Written work
Oral presentation	Note Taking
Summarizing	Outlining
Evaluating	Specific Reading

- Discussion guides
- Tests
- Quiz

**Course Title: British Literature**

**Topic/Concept: MacBeth**

**Time Allotment: 18 days**

**Unit Sequence: 11**

**Major Concepts to be learned:**

1. Understand and appreciate a classic Shakespearean tragedy
2. Identify and examine soliloquies and asides in tragedy
3. Identify and examine theme in tragedy
4. Identify and examine blank verse, dramatic irony, foreshadowing
5. Use strategies for understanding Shakespearean language
6. Use strategies for reading drama
7. Expand vocabulary by listening, using context clues and discussion

**Expected Skills to be demonstrated:**

1. Students will be able to appreciate a classic tragedy
2. Use reading strategies for understanding tragedy

**PA Standards/Anchors:**

R11.A.1.1-6  
R11.A.2.1-6  
R11.B.1.1.1  
R11.B.2.1-2  
R11.B.3.1-3

**Eligible Content:**

- R11.A.1.1-6
- R11.A.1.1-6
- R11.A.1.4.1
- R11.A.2.6.1-2
- R11.A.1.5.1

**Instructional Strategies:**

Cooperative groups	Problem solving activities	Evaluating
Lecture	Group discussion	Outlining
Research	Student Journals	Summarizing
Written work	Hands-on activity	Note Taking
Role Play	Oral presentation	Specific Reading
Collage	film analysis	art appreciation
diary entry	obituary	

**Assessments:**

- Test
- Quiz
- Performance
- Presentation