

Title: English 12

Unit: 1	Anglo-Saxon Literature				
Big Ideas:	Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information. Who really shapes society?				
Unit Essential Questions:	What makes a true hero? Who really shapes society?				
Concept & Pacing	(Pa Core Standard)	Competencies	Mini-Lessons/Activities	Instructional Materials	Assessments
<p>Introduction to Old English History [Tribes, Invaders and timelines]</p> <p>Old English Poetry Conventions</p> <p>Definition and importance of Mead Hall in A-S Society</p> <p><i>Beowulf</i> Background</p> <p>Definition of Epic poetry</p> <p>Definition of Lyric poetry</p> <p>(2-3-weeks)</p>	<p>CC.1.2.11-12A CC1.2.11-12B CC1.2.11-12.C CC1.2.11-12D CC1.2.11-12E CC1.2.11-12F CC1.2.11-12J CC1.2.11-12K CC1.2.11-12L CC1.3.11-12A CC1.3.11-12B CC1.3.11-12C CC1.3.11-12D CC.1.3.11-12G CC1.3.11-13H CC1.4.11-12A CC1.4.11-12B CC1.4.11-12C CC1.4.11-12D CC.1.4.11-12F CC1.4.11-12K CC.1.4.11-12L CC.1.5.11-12A CC1.5.11-12B CC1.5.11-12C CC1.5.11-12D</p>	<p>Lyric Narrative Epic Alliteration Caesura Kenning Mead hall</p> <p>Units 1-3 of Vocabulary Workshop, Level G.</p>	<p>Large group direct instruction</p> <p>Reading Discussions Socratic Seminar</p> <p>Recognize rhythm and read poetry aloud (in a chant)</p> <p>Apply the AS Poetry conventions</p> <p>Read and interpret <i>Beowulf</i></p> <p>Learn Anglo Saxon cultural values and recognize them in the text</p> <p>Assess the new Christian influence on England as reflected in the narrative.</p> <p>Evaluate the relevance of the minstrels throughout the narrative.</p> <p>Evaluate motive.</p>	<p><i>Beowulf</i>, trans. Seamus Heaney and Burton Raffell</p> <p>Anglo Saxon lyrical poems: “The Seafarer” “The Wanderer” “The Wife’s Lament”</p> <p>Bogland poems by Seamus Heaney: “The Tollund Man” “Bogland”</p> <p>Internet research resources</p> <p>Performance of Battle with Grendel, Benjamin Bagby</p>	<p>Weekly vocabulary quizzes</p> <p>Literary analysis essays</p> <p>Reading quizzes</p> <p>Book tests</p> <p>Journals Vocabulary quizzes</p> <p>Review games</p> <p>Tests on plot, character, theme, convention</p> <p>Formal essay on <i>Beowulf</i></p> <p>Formal essay on personal lyric</p>

			<p>Compare and contrast the definition of heroism in ancient and contemporary cultures</p> <p>Learn new vocabulary words</p>		
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Unit: 2	Greek Drama				
Big Ideas:	Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.				
Unit Essential Questions:	Can people live up to high ideals? Does Fate control our lives?				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
<p>Introduction to Greek Epics</p> <p>Compare ancient Epic with Modern Epic</p> <p>Joseph Campbell's Hero Cycle</p> <p>The Iliad, Introduction and reading excerpts from the epic</p> <p>Introduction to Greek Theatre convention and history</p> <p>Theatre of Dionysus (areas, significance, specs)</p> <p>Roles of the actors, chorus, musicians, and supernumeraries</p> <p>Background of <i>Oedipus Rex</i>.</p> <p>Definition Tragic Heroism and dramatic irony</p> <p><i>Oedipus Rex</i> by Sophocles</p> <p>Review of Run-On sentences in writing</p>	<p>CC.1.2.11-12A CC1.2.11-12B CC1.2.11-12.C CC1.2.11-12D CC1.2.11-12E CC1.2.11-12F CC1.2.11-12J CC1.2.11-12K CC1.2.11-12L CC1.3.11-12A CC1.3.11-12B CC1.3.11-12C CC1.3.11-12D CC1.3.11-12G CC1.3.11-13H CC1.4.11-12A CC1.4.11-12B CC1.4.11-12C CC1.4.11-12D CC1.4.11-12F CC1.4.11-12K CC.1.4.11-12L CC.1.5.11-12A CC1.5.11-12B CC1.5.11-12C CC1.5.11-12D</p>	<p>Greek epic Hero cycle</p> <p>Theatre conventions/ terms</p> <p>Irony</p> <p>Heroic couplet</p> <p>Satire</p> <p>Units 4-6 of Vocabulary Workshop, Level G.</p>	<p>Large group direct instruction</p> <p>Reading Discussions Socratic Seminar</p> <p>Acting salient scenes</p> <p>Translating to modern</p> <p>Critical literary analysis</p> <p>Writing workshops</p> <p>Middle Ages research project (PowerPoint)</p> <p>Ballad writing Identify the parts of the classical tragedy in the text of <i>Oedipus Rex</i>.</p> <p>Learn the roots of theatre/drama. These will build throughout the course.</p> <p>Gain confidence with the spoken word in dramatic interpretation.</p> <p>Write an adaptation of a scene from the play.</p> <p>Collaborate with others in groups</p> <p>Assess the role of chance or fate in life</p>	<p>Sadlier Vocabulary Workshop Level G</p> <p>McDougal Littell Literature Purple edition.</p> <p>Internet</p> <p>Performances of Chaucer tales and "Sir Gawain and the Green Knight"</p> <p>Copy of <i>Oedipus Rex</i> by Sophocles</p> <p>MLA Style Guide</p> <p>Internet</p> <p><i>The General Prologue to the Canterbury Tales</i>, translated by Neville Coghill</p> <p>Introductory video of <i>The General Prologue</i>.</p>	<p>Weekly vocabulary quizzes</p> <p>Literary analysis essays</p> <p>Reading quizzes</p> <p>Book tests</p> <p>Journals Vocabulary quizzes</p> <p>Tests on plot, irony, character</p> <p>Timed class essays (prompts)</p> <p>Jeopardy-style review game</p> <p>Performance of student-generated scripts on <i>Oedipus Rex</i></p> <p>Student Presentations on Middle Ages topics</p> <p>Student generated poems on Modern pilgrims</p> <p>Quizzes on vocabulary, plot</p> <p>Tests on character description, tone, background information</p> <p>Essay on Chaucer's satire</p>

<p>Introduction to the Middle Ages – English history: Norman Conquest, The Roman Catholic Church, Monarchs, Feudalism, Guilds, Crusades, Wars, The Black Death, Social Structure.</p> <p>Introduction to Geoffrey Chaucer and <i>The Canterbury Tales</i></p> <p>Heroic Couplet, Frame Story, Chaucerian Satire.</p> <p>Weekly vocabulary lists (3-4 weeks)</p>			<p>Eliminate run-on sentence and punctuation errors in formal writing</p> <p>Gain facility with MLA style in formatting formal essays.</p> <p>Identify the major historical events of the Middle Ages and identify these events/aspects in the literature.</p> <p>List, describe and evaluate the various character types in <i>The Canterbury Tales</i>. Indicate both universal and particular traits. (Knight—Franklin)</p> <p>Identify the poetic conventions of Chaucer: heroic couplet, use of irony, varying tone and satire</p> <p>Make value judgments on the character descriptions</p> <p>Refine research skills in the library</p> <p>Imitate the heroic couplet poetic form Animoto of Trojan War characters</p> <p>Ancient Greek Culture Projects</p> <p>Dramatic reading of the play in class</p> <p>Small and large group activities and discussions</p> <p>Script writing</p> <p>Acting exercises, rehearsals, and performance</p>		
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			Oral Presentations Oral reading of the poetry Class discussions Small group work		
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<p>Spense," Lord Randall." "Robin Hood"</p> <p>Definition of Medieval Romance</p> <p>Qualities of the Romance</p> <p>The Arthurian Legend</p> <p>"Sir Gawain and the Green Knight"</p> <p>Le Morte de'Arthur</p> <p>Introduction to William Shakespeare</p> <p>Biography</p> <p>The Globe Theatre</p> <p>Shakespeare's Language: unrhymed iambic pentameter</p> <p><i>The Tragedy of Macbeth</i></p> <p>Written response to newspaper editorials</p> <p>Incorporation of secondary sources in student writing (review)</p> <p>Weekly vocabulary lists</p> <p>(3-4 weeks)</p>			<p>Summarize the narratives in the ballads</p> <p>Point out uses of dialogue and dialect in the ballads</p> <p>List the four parts of Medieval Romances</p> <p>Summarize the plot of "Sir Gawain and the Green Knight" and qualify it as a Medieval romance.</p> <p>Identify the characters in Arthurian legend</p> <p>Study the biography of William Shakespeare: Early influences, playwriting career, the comedies, tragedies and histories</p> <p>Identify the setting of Macbeth</p> <p>Review the background of the play: <i>Holinshed's Chronicles of England, Scotland and Ireland.</i></p> <p>List the principal characters</p> <p>Read the play aloud in dramatic fashion</p>		
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			(students play the parts) Discuss the action (plot), foreshadowing, characterization, tone, symbolism, imagery, motif, theme, motivation for each scene and Act in the play.		
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Unit: 4	Sonnets, Cavalier and Metaphysical poetry / Pre-Romantics				
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Big Ideas:	Effective research requires multiple sources of information to gain or expand knowledge. Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.				
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Unit Essential Questions:	What can people learn from Nature? Is emotion stronger than reason? Why is love so complicated? Can values be imposed?				
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Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
Introduction to the Sonnet: Petrarchan and Shakespearean Sonnets 18, 29, 30, 78, 116, 130 (Shakespeare) Sonnets of Edmund Spenser, Elizabeth Barrett Browning, Francesco Petrarch Background and poetic techniques, themes for the following: Elizabethan Poetry Cavalier Poetry Metaphysical Poetry	CC.1.2.11-12A CC1.2.11-12B CC1.2.11-12.C CC1.2.11-12D CC1.2.11-12E CC1.2.11-12F CC1.2.11-12J CC1.2.11-12K CC1.2.11-12L CC1.3.11-12A CC1.3.11-12B CC1.3.11-12C CC1.3.11-12D CC.1.3.11-12G CC1.3.11-13H CC1.4.11-12A CC1.4.11-12B CC1.4.11-12C CC1.4.11-12D CC.1.4.11-12F CC1.4.11-12K CC.1.4.11-12L CC.1.5.11-12A CC1.5.11-12B CC1.5.11-12C CC1.5.11-12D	Sonnet form Lyrical poetry Modernism Units 10-12 of Vocabulary Workshop, Level G.	Recognize the sonnet form and distinguish between an Italian (Petrarchan) and English (Shakespearean) sonnet Review the aspects of the sonnet Identify the Sonnet Sequence of William Shakespeare Discuss the various themes in Shakespeare's sonnets Memorize and recite from memory one sonnet	Textbook: <i>British Literature</i> CD: "Rime of the Ancient Mariner" PowerPoint: British Romanticism and Romantic Art CD: Songs of Robert Burns Sonnet packets <i>The Catcher in the Rye</i> Internet DVD: <i>Dead Poets' Society</i>	Vocabulary Quizzes Tests on plot, irony, character Timed class essays (prompts) Jeopardy-style review game Sonnet Recitation Presentation Tests on poems, tone, style, background information Essay on <i>Catcher in the Rye</i> Read poems aloud Listen to dramatic reading of "Rime of Ancient Mariner" Small Group discussions Large class discussions

<p>Introduction to British Romanticism</p> <p>Romantic Philosophy/ Art</p> <p>Samuel Taylor Coleridge “Rime of the Ancient Mariner” and “Kubla Khan”</p> <p>William Wordsworth (various poems)</p> <p>William Blake “Songs of Innocence and Songs of Experience”</p> <p>Robert Burns (various poems)</p> <p>J.D. Salinger’s <i>The Catcher in the Rye</i></p> <p>Weekly Vocabulary and writing prompts</p> <p>(3-4 weeks)</p>			<p>Identify the qualities of Elizabethan, Cavalier and Metaphysical poetry.</p> <p>Discuss the theme of “Carpe Diem” in Cavalier poems.</p> <p>Identify and describe the effectiveness of conceits and arguments in Metaphysical poetry.</p> <p>Define Romanticism in Art and Literature</p> <p>Contrast Romantic ideals with those of the Enlightenment (Age of Reason)</p> <p>Point out influences and history of “Kubla Khan”</p> <p>Review the ballad form and define Literary Ballad</p> <p>Qualify “Rime of the Ancient Mariner” as a Literary Ballad</p> <p>Summarize the plot of “Rime”</p> <p>State the theme and Romantic influence(s) as seen in “Rime”</p> <p>Summarize the meaning of William Wordsworth poems</p>		<p>Research and note-taking on background information</p> <p>Viewing and assessment of Romantic paintings</p> <p>Small group sonnet explications</p> <p>Sonnet Recitations</p>
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			<p>Relate the Wordsworth poems to the ideal of Romanticism</p> <p>Research the background of William Blake</p> <p>Define Innocence and contrast it with Experience</p> <p>Read through a series of Blake's poems and qualify each as representative of Innocence or Experience</p> <p>Research the background of Robert Burns</p> <p>Read and interpret the lyrics of various Burns poems</p> <p>Identify Romantic ideals in J.D. Salinger's <i>The Catcher in the Rye</i></p> <p>Identify, describe and discuss plot, characterization, symbol and theme in <i>The Catcher in the Rye</i></p> <p>Produce clearly written and supported essays in MLA style</p>		
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Unit: 5	Second-Generation Romantics / Introduction to Modern British Literature				
Big Ideas:	Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.				
Unit Essential Questions:	When is the ordinary extraordinary? How does war change values? Is it better to face or escape reality? What does it mean to be modern?				
Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
<p>Introduction to the Second Generation Romantics:</p> <p>Percy Bysshe Shelley and John Keats</p> <p>Definitions of literary terms: Ode, Terza Rima, (Review Sonnet)</p> <p>Lyrical Poems of Percy Bysshe Shelley (various)</p> <p>Lyrical Poems of John Keats (various)</p> <p>John Keats Letters</p> <p>Introduction to Modern Literature and Art (1890-1945)</p> <p>History and influences</p> <p>Short Fiction works of: Tobias Wolfe, James Joyce, William Faulkner, Graham Greene</p> <p>Poetry of: Chopin, Eliot, Heaney, Yeats, Angelou, Berry, Cassian, Soto, Owen, Reed, Hardy.</p> <p>Drama: Arthur Miller's <i>Death of a Salesman</i></p>	<p>CC.1.2.11-12A CC1.2.11-12B CC1.2.11-12.C CC1.2.11-12D CC1.2.11-12E CC1.2.11-12F CC1.2.11-12J CC1.2.11-12K CC1.2.11-12L CC1.3.11-12A CC1.3.11-12B CC1.3.11-12C CC1.3.11-12D CC.1.3.11-12G CC1.3.11-13H CC1.4.11-12A CC1.4.11-12B CC1.4.11-12C CC1.4.11-12D CC.1.4.11-12F CC1.4.11-12K CC.1.4.11-12L CC1.5.11-12A CC1.5.11-12B CC1.5.11-12C CC1.5.11-12D</p>	<p>Ode</p> <p>Terza Rima</p> <p>Lyrical poems</p> <p>Review of all literary terms</p> <p>Units 13-15 of Vocabulary Workshop, Level G.</p>	<p>Identify the style of Percy Bysshe Shelley (terza rima, ode)</p> <p>Connect to Romanticism</p> <p>Read and discuss the poems of Shelley</p> <p>Identify the style of John Keats (sonnet, ode)</p> <p>Connect to Romanticism</p> <p>Read and discuss the poems of Keats</p> <p>Recognize the aspects of Modernism in art and literature</p> <p>List the literary changes in the Modern Movement (plot, symbol, style) and theme (human isolation, social concerns)</p> <p>Identify and discuss the Symbols in</p>	<p>Textbook: <i>British Literature</i></p> <p><i>Death of a Salesman</i></p> <p>Modern Poetry packets</p> <p>Art Slides</p> <p>PowerPoint</p> <p>Internet</p> <p>DVD: <i>Death of a Salesman</i></p>	<p>Vocabulary Quizzes</p> <p>Tests on plot, irony, character</p> <p>Timed class essays (prompts)</p> <p>Jeopardy-style review game</p> <p>Dramatic interpretations</p> <p>Tests on poems, tone, style, background information</p> <p>Essay on <i>Death of a Salesman</i></p> <p>Research and presentation of War poems, Modern short fiction and Modern poetry</p> <p>Read poems aloud</p> <p>Listen to dramatic reading of <i>Death of a Salesman</i></p> <p>Small Group discussions</p> <p>Large class discussions</p> <p>Research and note-taking on background information</p> <p>Modern Art Slide (PowerPoint) presentations and discussions</p>

<p>Weekly Vocabulary</p> <p>Weekly writing prompts</p> <p>(3 weeks)</p>			<p>“Eveline” by James Joyce.</p> <p>Understand the motivation of character in “Eveline” by defending one’s point of view on the indiscriminate ending.</p> <p>Debate the topic is interracial marriage and human isolation as seen in “Say Yes” by Tobias Wolfe. Defend your interpretation of the ending.</p> <p>Research the War Poems. Relate the content of the poems to historical fact. State the themes. Defend your point of view.</p> <p>Discuss the Modern themes in representative works of short fiction by Faulkner and Greene, et al. Point out and explain the effectiveness of Modern techniques in the short fictions considered.</p> <p>Discuss the themes and topics in various representative works of Modern and</p>		
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			<p>Contemporary poetry. Debate open-ended conclusions. Support statements of theme.</p> <p>Dramatically read (interpret) <i>Death of a Salesman</i> by Arthur Miller.</p> <p>Summarize the plot, character motivation, theme.</p> <p>Connect to the ideals of Modernism. Relate to Modern conventions on the stage.</p> <p>Relate to the idea of Tragic Hero. Identify protagonist and antagonist, conflict.</p> <p>Produce clearly written discussions on <i>Death of a Salesman</i>.</p>		
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Unit: 6	Modern Literature				
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Big Ideas:	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.				
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Unit Essential Questions:	Why do people fear change? How important is culture? How much can one person change the world? Are there patterns in history? When does literature mirror real life?				
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Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
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<p>Introduction to Irish Literature (Poetry)</p> <p>Background to Seamus Heaney</p> <p>Review of Irish history, mythology, symbolism</p> <p>Various Heaney Poems</p> <p>Introduction to William Butler Yeats</p> <p>Review of Irish history, mythology, symbolism</p> <p>Various Yeats Poems</p> <p>Review for Final Exams:</p> <p>Old English Literature</p> <p>Medieval Literature</p> <p>Renaissance Literature</p> <p>Romantic Literature</p> <p>Modern Literature</p> <p>Review of the following works:</p> <p><i>Beowulf</i></p> <p><i>Oedipus Rex</i></p> <p><i>The Catcher in the Rye</i></p> <p><i>Death of a Salesman</i></p>	<p>CC.1.2.11-12A CC1.2.11-12B CC1.2.11-12.C CC1.2.11-12D CC1.2.11-12E CC1.2.11-12F CC1.2.11-12J CC1.2.11-12K CC1.2.11-12L CC1.3.11-12A CC1.3.11-12B CC1.3.11-12C CC1.3.11-12D CC1.3.11-12G CC1.3.11-13H CC1.4.11-12A CC1.4.11-12B CC1.4.11-12C CC1.4.11-12D CC.1.4.11-12F CC1.4.11-12K CC.1.4.11-12L CC.1.5.11-12A CC1.5.11-12B CC1.5.11-12C CC1.5.11-12D</p>	<p>Lyrical poems</p> <p>Review of all literary terms</p> <p>Review of Vocabulary Workshop, Level G.</p>	<p>Identify the traits of Irish poetry and characteristics of Seamus Heaney and William Butler Yeats poems.</p> <p>Review and relate to Modern poems.</p> <p>Recall facts on the histories and backgrounds of the major periods of British literature: Old English, Medieval, Renaissance, Romantic, Modern.</p> <p>Recognize and define literary devices used in the above periods.</p> <p>Recall basic plots of major works studied in the above periods.</p> <p>Review the plots, style, conventions and themes in the major works including: <i>Beowulf</i>, <i>Oedipus Rex</i>, <i>The Canterbury Tales</i>, <i>Macbeth</i>, <i>Catcher in the Rye</i>, and <i>Death of a Salesman</i>.</p> <p>Display proficiency in MLA formatting for standard essays, literary analysis and research-based papers.</p>	<p>Textbook: <i>British Literature</i></p> <p>Poetry packets</p> <p>Internet</p> <p>Review Packets</p> <p>Vocabulary Packets</p>	<p>Vocabulary Quizzes</p> <p>Tests on plot, irony, character</p> <p>Timed class essays (prompts)</p> <p>Jeopardy-style review game</p>
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<p>Review of Vocabulary, MLA Style</p> <p>(3 weeks)</p>			<p>Recall meanings and usage of vocabulary words Small Group discussions</p> <p>Large class discussions</p> <p>Research and note-taking on background information</p> <p>Research and presentation of War poems, Modern short fiction and Modern poetry</p> <p>Read poems aloud</p>		
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