Section 1: CORE UNITS

Grade, Subject: 12, English	**Strand (Unit):** Fiction: the quest for meaning and the search for the sacred in historical British literature.
Big Idea: Epic stories and the languages they are told in reflect cultural values; by studying early texts and their language, we uncover how ancient ideas of heroism, community, and storytelling continue to shape modern literature and expression.	

PA Core Standards:
- CC1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- CC1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

PA Career Standards:
- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.2.11.A. Apply effective speaking and listening skills used in a job interview.
- 13.3.11.A. Evaluate personal attitudes and work habits that support career retention and advancement.
- 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques.
- 13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace.
- 13.3.11.E. Evaluate time management strategies and their application to both personal and work situations.
- 13.3.11.F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 13.3.11.G. Evaluate the impact of lifelong learning on career retention and advancement.

Essential Questions:	**Concepts/Understandings (SWKT . . .):**
- How do stories from the past reflect the values and beliefs of the cultures that created them?	Students will know that... - Literature reflects and preserves the values, fears, and identities of the

- What qualities define a hero, and how do those qualities change across time and culture?
- How do stories of monsters, evil, and the unknown reveal human fears and cultural anxieties?
- In what ways do oral traditions influence the structure and themes of literature?
- How does the study of early English language deepen our understanding of modern English?
- What connections exist between ancient poetic techniques (such as alliteration, caesura, and kennings) and modern literary devices?
- Why do ancient works remain relevant, and how can they help us understand ourselves today?

- cultures that produced it.
- The concept of heroism is culturally specific and evolves over time.
- Monsters, villains, and the supernatural often symbolize cultural anxieties or moral challenges.
- Oral traditions shape literary form, including repetition, formulaic phrasing, and performance-based structures.
- Old English has profoundly influenced the development of modern English vocabulary, grammar, and literary tradition.
- Poetic devices such as kennings, alliteration, and caesura were essential in early literature and remain influential today.
- Ancient texts still resonate because they grapple with universal human struggles—violence, mortality, loyalty, and meaning.

Vocabulary:
- Alliteration
- Caesura
- Kenning
- Alliterative Verse
- Epithet
- Motif
- Archetype
- Oral Epic
- Epic Poem
- Archetypal Hero

Competencies/Skills (SW . . .):

Students will be able to…
- Analyze how literature reflects the cultural values of its time.
- Evaluate how the idea of the hero evolves across different historical and cultural contexts.
- Interpret symbolism in depictions of monsters, evil, and otherworldly threats.
- Explain how oral tradition influenced the language, form, and style of early literature.
- Identify and analyze poetic devices such as kennings, alliteration, and caesura in translation and, where possible, in Old English excerpts, and use these devices in their own poetry writing.
- Compare Old English to modern English to trace linguistic and cultural continuities.
- Reflect on why ancient texts remain relevant in modern society.

Assessments:
- Several formative assessments/reading check quizzes
- Analysis Essay

Exemplar Texts:
- *Beowulf* - Burton Raffel excerpts 1, 2 & 3 (On Level)

- *Beowulf* - Seamus Heaney (Honors)
- "The Seafarer"

Supplemental Texts:
- "The Wanderer"
- "The Wife's Lament"

Additional
- Selected Anglo-Saxon riddles from *The Exeter Book*

Grade, Subject: 12, English	Strand (Unit): Fiction: understanding character motivation and intent in medieval literature

Big Idea: By examining character motivations and the ways stories are told, we uncover how literature both reflects and critiques cultural values; through satire, archetypes, and varied perspectives, storytelling reveals the complexity of human behavior and ideals.

PA Content Standards:
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare).
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

PA Career Standards:
- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.2.11.A. Apply effective speaking and listening skills used in a job interview.
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- 13.3.11.F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 13.3.11.G. Evaluate the impact of lifelong learning on career retention and advancement.

Essential Questions:	Concepts/Understandings (SWKT . . .):
- How do feudalism and the code of chivalry shape characters' values, choices, and portrayals in literature? - How do character motivations and intentions shape the meaning of a story? - In what ways do stories reveal the gap between who people are and who they claim to be? - How does satire expose flaws in individuals and society? - What qualities defined a "hero" in the medieval world, and how do those ideals compare to today's? - How do narrative voice and perspective influence our perception of character? - What role do irony and humor play in communicating moral or social critique? - How do literary devices (such as satire, allegory, and irony) make a text both entertaining and instructive? - What can the study of medieval literature teach us about cultural values, hypocrisy, and human behavior that remain relevant today?	Students will know that... - Feudalism and the code of chivalry structured medieval society, influencing expectations of loyalty, honor, and duty. - Medieval texts often both reinforce and satirize these ideals, revealing tensions between societal codes and human behavior. - Characters' motivations and intentions often reveal deeper truths about human nature and society. - Satire uses humor, exaggeration, and irony to critique social, religious, and political issues. - Medieval concepts of heroism reflect cultural values of honor, piety, loyalty, and social order. - The contrast between appearance and reality is a recurring theme in literature. - Narrative voice and perspective shape how we interpret character and theme. - Irony and humor can serve both to entertain and to deliver serious social critique. - Literary devices in medieval texts continue to influence modern literature and satire. - Studying medieval literature allows us to see continuity and change in cultural ideals, especially in how societies view heroes, morality, and hypocrisy.
Vocabulary: - Frame story - Archetype - Elements of a romance (medieval) - Romantic hero - Satire - Irony - Understatement	**Competencies/Skills (SW . . .):** Students will be able to… - Identify and utilize elements of satire (irony, understatement, hyperbole, overstatement, mock heroic). - Analyze how feudal and chivalric values shape character motivations, conflicts, and themes in literature. - Evaluate how satire and irony critique the gap between societal ideals (honor, loyalty, duty) and actual human behavior.

- Characterization - Overstatement - Iambic Pentameter - Meter - Mock heroic - Ballad - Feudalism - Estate satire	- Analyze how character motivation and intent drive plot and theme. - Identify and interpret satire, irony, and allegory in literature. - Compare medieval ideals of heroism with modern concepts of character and morality. - Evaluate how narrative perspective influences the reader's perception of character reliability. - Explain how literary devices are used to critique social, cultural, or religious values. - Discuss how humor and irony function in literature as both entertainment and critique. - Connect themes of hypocrisy, morality, and human ambition in medieval texts to contemporary society. - Write literary analyses that explore how character motivation and literary devices reveal larger cultural values. - Engage in close reading to trace how individual characters embody or subvert medieval ideals.

Assessments:
- Analysis of a satirical portrait
- Creation of a contemporary pilgrimage

Exemplar Texts:
- *Le Morte D'Arthur* by Thomas Malory
- *The Canterbury Tales by* Geoffery Chaucer
  - "The Prologue"
  - "The Pardoner's Tale"
  - "The Wife of Bath's Tale"

Supplemental Texts:
- *A Modest Proposal* by Jonathon Swift
- "Top of the Food Chain" by T.C. Boyle
- "Sir Gawain and the Green Knight" by Gawain Poet

Grade, Subject: 12, English	**Strand (Unit):** Drama: in-depth analysis of the Shakespearean tragedy using character identity and purpose.

Big Idea: Drama and poetry reveal the complexities of human thought and emotion; through voice, form, and performance, literature explores questions of identity, morality, and truth.

PA Core Standards:
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare).
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

PA Career Standards:
- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.2.11.A. Apply effective speaking and listening skills used in a job interview.
- 13.3.11.A. Evaluate personal attitudes and work habits that support career retention and advancement.
- 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques.
- 13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace.
- 13.3.11.E. Evaluate time management strategies and their application to both personal and work situations.
- 13.3.11.F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 13.3.11.G. Evaluate the impact of lifelong learning on career retention and advancement.

Essential Questions:
- How did Shakespeare's life and times affect his writing?
- Why is *Hamlet* considered to be one of the most complex and insightful works in the Western canon?
- In what ways do dramatic structure and the use of elements of literature like figurative language, allusions, and dramatic irony influence the meaning of a play?
- What is the relationship between appearance and reality in shaping

Concepts/Understandings (SWKT . . .):
Students will know that...
- The Elizabethan Period is marked by an emphasis on and appreciation for the humanities.
- The characteristics of a tragedy and the definition of an ideal tragic hero are integral in understanding Shakespeare's tragic works.
- *Hamlet*'s complexity lies in its layered themes—madness, morality, revenge, mortality, and identity—combined with its exploration of

human behavior?
- How do sonnets illuminate Shakespeare's larger concerns with love, time, and mortality?

- What strategies make an argument about a character's motivation or state of mind persuasive?
- How does performance (tone, pacing, gesture) change our understanding of a text?
- To what extent can literature capture the complexity of human psychology?

human psychology through soliloquies, ambiguity, and shifting perspectives. Its insight comes from the way it raises universal questions without offering simple answers, inviting multiple interpretations across time and culture.
- Soliloquies and monologues provide unique access to a character's motivations, fears, and internal conflicts.
- Dramatic form and structure and literary devices shape meaning and create tension between public action and private thought.
- Shakespeare's use of poetic devices—imagery, metaphor, rhythm—deepens emotional impact in both plays and sonnets.
- Sonnets, like soliloquies, use condensed language to explore universal themes of love, time, mortality, and truth.
- The persuasive power of literary analysis depends on clear argument, strong evidence, and attention to multiple interpretations.
- Performance choices alter how meaning is conveyed and received.
- Literature provides a space to explore questions of identity, morality, and human psychology.

Vocabulary:
- Figurative language
- Iambic pentameter
- Allusion
- Pun
- Connotation
- Dramatic foil
- Aside
- Soliloquy
- Blank verse
- Allusion
- Tragic hero
- Tragedy
- Ambiguity
- Double entendre

Competencies/Skills (SW . . .):
Students will be able to…
- Identify and analyze the way in which the Elizabethan Period's focus on the humanities influenced and impacted Shakespeare's writing.
- Analyze how Hamlet integrates universal themes and psychological depth to achieve enduring significance.
- Evaluate and articulate why the play continues to resonate across historical, cultural, and literary contexts.
- Develop arguments that situate the play within broader discussions of literature's purpose and value.
- Analyze soliloquies and monologues to uncover character motivations, inner conflicts, and thematic significance.
- Compare and contrast how themes appear in both dramatic and poetic forms.
- Identify and interpret Shakespeare's use of literary devices (imagery, metaphor, rhythm, irony) in both plays and sonnets.
- Evaluate competing interpretations of a character's mental state (e.g.,

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Hamlet's sanity).
- Construct a persuasive essay with a clear thesis, supported by textual evidence and analysis.
- Critique passages alongside performances of said passages to explore how performance choices shape meaning.
- Read sonnets closely to connect language, form, and theme.
- Reflect on how literature mirrors psychological and moral complexity.

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Assessments:
- Comprehension assessment on individual acts
- Analyzation of monologue soliloquies
- "To be or not to be" parody and analysis
- Persuasive essay regarding Hamlet's sanity

Exemplar Texts:
- *Hamlet by* William Shakespeare

Supplemental Texts:
- "Sonnet 18"
- "Sonnet 29"
- "Sonnet 30"
- "Sonnet 71"
- "Sonnet 73"
- "Sonnet 116"
- "Sonnet 130"

Grade, Subject: 12, English	**Strand (Unit):** Fiction: a study of how civilization and savagery are intertwined in societal intention.

Big Idea: Stories about human conflict reveal the fragile balance between civilization and savagery; through allegory, symbolism, and characterization, literature explores the forces that shape societies and human behavior.

PA Content Standards:
- CC 1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

- CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

PA Career Standards:
- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.2.11.A. Apply effective speaking and listening skills used in a job interview.
- 13.3.11.A. Evaluate personal attitudes and work habits that support career retention and advancement.
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- 13.3.11.F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 13.3.11.G. Evaluate the impact of lifelong learning on career retention and advancement.

Essential Questions:
- How do I create meaningful questions about a novel?
- How do I speak meaningfully and thoughtfully about a novel?
- How does a society maintain order? Are laws necessary?
- What does it mean to be civilized, and what happens when the structures of civilization break down?
- In what ways do symbols and allegories deepen our understanding of human nature?
- What role does fear play in shaping human behavior and decision-making?
- How do power and leadership emerge, and what do they reveal about human society? What makes an individual powerful?
- What do stories about survival teach us about morality, identity, and human instincts?
- How does allegory transform a narrative into a commentary on society or humanity as a whole?
- Why do stories about human conflict remain relevant across different times and cultures?

Concepts/Understandings (SWKT . . .):
Students will know that...
- Good questions move beyond plot recall to explore themes, characters, structure, and authorial choices.
- Open-ended questions invite discussion and multiple interpretations rather than a single "right" answer.
- In a Democracy, laws are intended to provide general safety and protect citizens.
- Civilization and savagery represent competing impulses within human nature. Civilization implies advancement of social and cultural order.
- Literature often uses allegory and symbolism to convey complex ideas about society, morality, and psychology.
- Plot events are not only narrative developments but also reflections of deeper cultural or philosophical questions.
- Fear, power, and leadership are central forces shaping human interaction and social structures. Coercive power is the ability to punish, while personal power is derived from a particular type of knowledge.
- Allegorical texts encourage multiple interpretations, allowing readers

| | to explore universal questions about human behavior.
● Stories about survival and conflict reveal truths about morality, identity, and the human condition. |
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| **Vocabulary:**
● Symbolism
● Theme
● Characterization
● Figurative Language
● Anarchy
● Totalitarianism
● Democracy
● Dictatorship
● Allegory
● Coercive power
● Personal power | **Competencies/Skills (SW . . .):**
Students will be able to…
● Develop open-ended, interpretive questions that go beyond summary.
● Frame questions that connect textual details to larger themes, symbols, and cultural contexts.
● Use questioning as a tool for inquiry, analysis, and critical thinking.
● Draw conclusions about societies, rules, and order by analyzing both literature and historical / current events.
● Analyze how literature explores the conflict between civilization and savagery.
● Identify and interpret symbols, motifs, and allegorical elements within a text.
● Evaluate the role of fear, power, and leadership in shaping both individuals and groups.
● Develop thematic arguments supported by textual evidence, connecting plot details to symbolic meaning.
● Construct literary analyses that move beyond summary to interpretation of allegory and symbolism.
● Compare how different readers and critics interpret the same symbols or themes.
● Reflect on the relevance of allegorical literature to contemporary social and moral issues. |

Assessments:
- Anticipatory set of questions and discussion
- Three comprehension assessments

Exemplar Texts:
- *Lord of the Flies by* William Goulding
- *Heart of Darkness* by Joseph Conrad (Honors)
- *Jane Eyre* (Honors)

Supplemental Texts:
- *On the Beach* by Nevil Shute Norway
- "What Makes Good People do Bad Things?" by Melissa Dittiman
- "Online Identity" by CommonLit Staff
- "Bullying in Adolescence" by Dorothy Espelage
- "The Man in the Well" by Ira Sher
- "The Real Lesson of the Stanford Prison Experiment" by Maria Konnikova
- "The Bet" by Anton Chekhov
- "Lamb to the Slaughter" by Roald Dahl

Grade, Subject: 12, English	Strand (Unit): Writing/Research/Speech

Big Idea: Effective communication—in writing and in speech—requires research, reflection, and clarity; by crafting arguments and personal messages, we learn how to engage thoughtfully with ideas and connect meaningfully with an audience.

PA Content Standards:
- CC 1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- CC 1.4 11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CC 1.4 11-12.D Organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a whole.

PA Career Standards:
- 13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.
- 13.2.11.A. Apply effective speaking and listening skills used in a job interview.
- 13.3.11.A. Evaluate personal attitudes and work habits that support career retention and advancement.
- 13.3.11.B. Evaluate team member roles to describe and illustrate active listening techniques.
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- 13.3.11.G. Evaluate the impact of lifelong learning on career retention and advancement.

Essential Questions:	Concepts/Understandings (SWKT . . .):
- How do I develop a research question that leads to meaningful	Students will know that...

inquiry?
- What makes a source credible, and how do I evaluate different perspectives?

- How do I integrate research into my own writing without losing my voice?
- What makes an argument persuasive and well-supported?
- How do structure, tone, and word choice shape meaning in writing and speech?
- What techniques make a speech memorable and impactful?
- How do I adapt my message for different purposes, audiences, and contexts?

- Research begins with strong, open-ended questions and requires curiosity and persistence.
- Credible sources must be evaluated for accuracy, bias, relevance, and authority.
- Effective research writing synthesizes ideas from multiple sources into a cohesive, original argument.
- Citations and documentation acknowledge intellectual debts and build credibility.
- Persuasive writing and speaking require clear structure, compelling evidence, and logical reasoning.
- Word choice, tone, and style shape the audience's response to a message.
- Strong speeches balance personal authenticity with rhetorical strategies and nonverbal communication (like eye contact, facial expressions, posture, and gestures) to engage listeners.

Vocabulary:
- MLA / APA
- Valid sources
- Parenthetical citation
- In-text citation
- References
- Primary source
- Secondary source
- Reference page
- Formatting
- Indenting
- Signal phrases
- Structure
- Thesis
- Evidence
- Informal / Formal
- Tone

Competencies/Skills (SW . . .):

Students will be able to…
- Develop and refine a focused research question.
- Locate, evaluate, and integrate credible sources into an evidence-based argument.
- Write a research paper with a clear thesis, coherent organization, and properly formatted citations.
- Synthesize information from multiple sources while maintaining their own voice and perspective.
- Revise writing for clarity, depth, and effectiveness.
- Plan, draft, and deliver a 3-minute graduation speech with clear structure, engaging language, and purposeful tone.
- Use rhetorical strategies (such as repetition, anecdote, and figurative language) to strengthen speech impact.
- Practice effective delivery skills: pacing, tone, posture, and eye contact.
- Reflect on personal experiences and values to craft authentic written and spoken communication.

Assessments:
- Three-minute graduation speech
- Six-eight page research paper