**Lehighton Area School District**

**Curriculum Framework**

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| **Course Title:** | English 12 |
| **Content Area:** | English Language Arts |
| **Grade Level(s):** | 12 |
| **Course Overview:** | This senior level English course focuses on British, American, and World Literature. In preparation for college level English courses, the class emphasizes critical thinking and writing skills based on the Pennsylvania Common Core Standards. Students will study prose, poetry, and drama from major periods in English and world history. An overview of the historical, social, and cultural influences of the time periods will also be studied in order to explore the context in which the literature was produced. Emphasis will be placed on effective writing and proper source documentation. A literary based research paper is also a course requirement. Required outside reading assignments will include literary selections by a British, American, and/or world author. An independent reading book study is required as well. |
| **PA Core Standards:** | PA Core Standards ELA 6-12 |
| **Key Course Text and Materials:** | SAVVAS MyPerspectives |
| **Key Assessments/Projects:** | Unit tests, vocabulary quizzes |

| **Big Idea/Unit:** Anglo-Saxon Literature<br>**Pacing:** 2-3 weeks | | | | |
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| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.1.2.11-12A<br>CC1.2.11-12B<br>CC1.2.11-12.C<br>CC1.2.11-12D<br>CC1.2.11-12E<br>CC1.2.11-12F<br>CC1.2.11-12J<br>CC1.2.11-12K<br>CC1.2.11-12L<br>CC1.3.11-12A<br>CC1.3.11-12B<br>CC1.3.11-12C<br>CC1.3.11-12D<br>CC.1.3.11-12G<br>CC1.3.11-13H<br>CC1.4.11-12A<br>CC1.4.11-12B<br>CC1.4.11-12C<br>CC1.4.11-12D<br>CC.1.4.11-12F<br>CC1.4.11-12K<br>CC.1.4.11-12L<br>CC.1.5.11-12A<br>CC1.5.11-12B<br>CC1.5.11-12C<br>CC1.5.11-12D | Recognize rhythm and read poetry aloud (in a chant)<br>Apply the AS Poetry conventions<br>Read and interpret Beowulf<br>Learn Anglo Saxon cultural values and recognize them in the text<br>Assess the new Christian influence on England as reflected in the narrative.<br>Evaluate the relevance of the minstrels throughout the narrative.<br>Evaluate motive.<br>Compare and contrast the definition of heroism in ancient and contemporary cultures<br>Learn new vocabulary words | Lyric<br>Narrative<br>Epic<br>Alliteration<br>Caesura<br>Kenning<br>Mead hall | Beowulf, trans. Seamus Heaney and Burton Raffell<br>Anglo Saxon lyrical poems:<br>“The Seafarer”<br>“The Wanderer”<br>“The Wife’s Lament”<br>Bogland poems by Seamus Heaney:<br>“The Tollund Man”<br>“Bogland”<br>Internet research resources<br>Performance of Battle with Grendel, Benjamin Bagby | Weekly vocabulary quizzes<br>Literary analysis essays<br>Reading quizzes<br>Book tests<br>Journals<br>Vocabulary quizzes<br>Review games<br>Tests on plot, character, theme, convention<br>Formal essay on Beowulf<br>Formal essay on personal lyric |

| **Big Idea/Unit:** Greek Drama<br>**Pacing:** 3-4 weeks | | | | |
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| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |

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| CC.1.2.11-12A<br>CC1.2.11-12B<br>CC1.2.11-12.C<br>CC1.2.11-12D<br>CC1.2.11-12E<br>CC1.2.11-12F<br>CC1.2.11-12J<br>CC1.2.11-12K<br>CC1.2.11-12L<br>CC1.3.11-12A<br>CC1.3.11-12B<br>CC1.3.11-12C<br>CC1.3.11-12D<br>CC.1.3.11-12G<br>CC1.3.11-13H<br>CC1.4.11-12A<br>CC1.4.11-12B<br>CC1.4.11-12C<br>CC1.4.11-12D<br>CC.1.4.11-12F<br>CC1.4.11-12K<br>CC.1.4.11-12L<br>CC.1.5.11-12A<br>CC1.5.11-12B<br>CC1.5.11-12C<br>CC1.5.11-12D | Identify the parts of the classical tragedy in the text of Oedipus Rex.<br>Learn the roots of theatre/drama. These will build throughout the course.<br>Gain confidence with the spoken word in dramatic interpretation.<br>Write an adaptation of a scene from the play.<br>Collaborate with others in groups<br>Assess the role of chance or fate in life<br>Eliminate run-on sentence and punctuation errors in formal writing<br>Gain facility with MLA style in formatting formal essays.<br>Identify the major historical events of the Middle Ages and identify these events/aspects in the literature.<br>List, describe and evaluate the various character types in The Canterbury Tales. Indicate both universal and particular traits. (Knight—Franklin)<br>Identify the poetic conventions of Chaucer: heroic couplet, use of irony, varying tone and satire<br>Make value judgments on the character descriptions<br>Refine research skills in the library<br>Imitate the heroic couplet poetic form | Greek epic<br>Hero cycle<br>Theatre conventions/ terms<br>Irony<br>Heroic couplet<br>Satire | Performances of Chaucer tales and “Sir Gawain and the Green Knight”<br>Copy of Oedipus Rex by Sophocles<br>MLA Style Guide<br>Internet<br>The General Prologue to the Canterbury Tales, translated by Neville Coghill<br>Introductory video of The General Prologue. | Weekly vocabulary quizzes<br>Literary analysis essays<br>Reading quizzes<br>Book tests<br>Journals<br>Vocabulary quizzes<br>Tests on plot, irony, character<br>Timed class essays (prompts)<br>Jeopardy-style review game<br>Performance of student-generated scripts on Oedipus Rex<br>Student Presentations on Middle Ages topics<br>Student generated poems on Modern pilgrims<br>Quizzes on vocabulary, plot<br>Tests on character description, tone, background information<br>Essay on Chaucer’s satire |

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| **Big Idea/Unit:** | Late Middle Ages / Renaissance Literature |
| **Pacing:** | 3-4 weeks |

| Standards | Objective/Skill | Vocabulary | Additional Resources | Assessment/Project |
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| CC.1.2.11-12A<br>CC1.2.11-12B<br>CC1.2.11-12.C<br>CC1.2.11-12D<br>CC1.2.11-12E<br>CC1.2.11-12F<br>CC1.2.11-12J<br>CC1.2.11-12K<br>CC1.2.11-12L<br>CC1.3.11-12A<br>CC1.3.11-12B<br>CC1.3.11-12C<br>CC1.3.11-12D<br>CC.1.3.11-12G<br>CC1.3.11-13H<br>CC1.4.11-12A<br>CC1.4.11-12B<br>CC1.4.11-12C<br>CC1.4.11-12D<br>CC.1.4.11-12F<br>CC1.4.11-12K<br>CC.1.4.11-12L<br>CC.1.5.11-12A<br>CC1.5.11-12B<br>CC1.5.11-12C<br>CC1.5.11-12D | Recognize the moral in the didactic literatures<br>Read and discuss the moral in “Chanticleer and the Fox”<br>Read and Discuss the moral in “The Pardoner’s Tale”<br>Identify irony and foreshadowing<br>Read and interpret “Everyman”<br>Identify the allegorical representations in “Everyman”<br>Discuss the moral and theme in “Everyman”<br>List and describe the traditional, folk and popular ballad structure<br>Identify the ballad stanza<br>Summarize the narratives in the ballads<br>Point out uses of dialogue and dialect in the ballads<br>List the four parts of Medieval Romances<br>Summarize the plot of “Sir Gawain and the Green Knight” and qualify it as a Medieval romance.<br>Identify the characters in Arthurian legend<br>Study the biography of William Shakespeare: Early influences, playwriting career, the comedies, tragedies and histories<br>Identify the setting of Macbeth<br>Review the background of the play: Holinshed’s Chronicles of England, Scotland and Ireland.<br>List the principal characters<br>Read the play aloud in dramatic fashion (students play the parts)<br>Discuss the action (plot), foreshadowing, characterization, tone, symbolism, imagery, motif, theme, motivation for each scene and Act in the play. | Didactic literature<br>Exemplum<br>Allegory, Fable, Beast Fable, Parable, Exemplum, Morality Play, Miracle Play, Mystery Play<br>Tone<br>Ballad forms and conventions<br>Medieval romance<br>Blank verse | Macbeth by William Shakespeare<br>HBO Video: Macbeth<br>MLA Style Guide<br>Internet | Vocabulary Quizzes<br>Tests on plot, irony, character, symbolism, literary devices, theme<br>Times essays (prompts)<br>Review games<br>Small group presentations<br>Term paper (research based) on motif in Macbeth |

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| **Big Idea/Unit:** | Sonnets, Cavalier and Metaphysical poetry / Pre-Romantics |
| **Pacing:** | 3-4 weeks |

| Standards | Objective/Skill | Vocabulary | Additional Resources | Assessment/Project |
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| | Recognize the sonnet form and distinguish between an Italian (Petrarchan) and English (Shakespearean) sonnet<br>Review the aspects of the sonnet | | | Vocabulary Quizzes |
| CC.1.2.11-12A | Identify the Sonnet Sequence of William Shakespeare | | | Tests on plot, irony, character |
| CC1.2.11-12B | Discuss the various themes in Shakespeare's sonnets | | | Timed class essays (prompts) |
| CC1.2.11-12.C | Memorize and recite from memory one sonnet | | | Jeopardy-style review game |
| CC1.2.11-12D | Identify the qualities of Elizabethan, Cavalier and Metaphysical poetry. | | | Sonnet Recitation |
| CC1.2.11-12E | Discuss the theme of "Carpe Diem" in Cavalier poems. | | | Presentation |
| CC1.2.11-12F | Identify and describe the effectiveness of conceits and arguments in | | | Tests on poems, tone, |
| CC1.2.11-12J | Metaphysical poetry. | | CD: "Rime of the Ancient Mariner" | style, background |
| CC1.2.11-12K | Define Romanticism in Art and Literature | | PowerPoint: British Romanticism and Romantic Art | information |
| CC1.2.11-12L | Contrast Romantic ideals with those of the Enlightenment (Age of | | CD: Songs of Robert Burns | Essay on Catcher in the Rye |
| CC1.3.11-12A | Reason) | | Sonnet packets | Read poems aloud |
| CC1.3.11-12B | Point out influences and history of "Kubla Khan" | | The Catcher in the Rye | Listen to dramatic |
| CC1.3.11-12C | Review the ballad form and define Literary Ballad | Sonnet form | Internet | reading of "Rime of |
| CC1.3.11-12D | Qualify "Rime of the Ancient Mariner" as a Literary Ballad | Lyrical poetry | DVD: Dead Poets' | Ancient Mariner" |
| CC.1.3.11-12G | Summarize the plot of "Rime" | Modernism | Society | Small Group discussions |
| CC1.3.11-13H | State the theme and Romantic influence(s) as seen in "Rime" | | | Large class discussions |
| CC1.4.11-12A | Summarize the meaning of William Wordsworth poems | | | Research and note- |
| CC1.4.11-12B | Relate the Wordsworth poems to the ideal of Romanticism | | | taking on background |
| CC1.4.11-12C | Research the background of William Blake | | | information |
| CC1.4.11-12D | Define Innocence and contrast it with Experience | | | Viewing and assessment |
| CC.1.4.11-12F | Read through a series of Blake's poems and qualify each as | | | of Romantic paintings |
| CC1.4.11-12K | representative of Innocence or Experience | | | Small group sonnet |
| CC.1.4.11-12L | Research the background of Robert Burns | | | explications |
| CC.1.5.11-12A | Read and interpret the lyrics of various Burns poems | | | Sonnet Recitations |
| CC1.5.11-12B | Identify Romantic ideals in J.D. Salinger' s The Catcher in the Rye | | | |
| CC1.5.11-12C | Identify, describe and discuss plot, characterization, symbol and | | | |
| CC1.5.11-12D | theme in The Catcher in the Rye | | | |
| | Produce clearly written and supported essays in MLA style | | | |

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| **Big Idea/Unit:** | Sonnets, Cavalier and Metaphysical poetry / Pre-Romantics |
| **Pacing:** | 3-4 weeks |

| Standards | Objective/Skill | Vocabulary | Additional Resources | Assessment/Project |
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| | Identify the style of Percy Bysshe Shelley (terza rima, ode)<br>Connect to Romanticism | | | Vocabulary Quizzes<br>Tests on plot, irony, character<br>Timed class essays (prompts)<br>Jeopardy-style review game<br>Dramatic interpretations<br>Tests on poems, tone, style, background information<br>Essay on Death of a Salesman<br>Research and presentation of War poems, Modern short fiction and Modern poetry<br>Read poems aloud<br>Listen to dramatic reading of Death of a Salesman<br>Small Group discussions<br>Large class discussions<br>Research and note-taking on background information<br>Modern Art Slide (PowerPoint) presentations and discussions |
| CC.1.2.11-12A | Read and discuss the poems of Shelley | Ode<br>Terza Rima<br>Lyrical poems<br>Review of all literary terms | Death of a Salesman<br>Modern Poetry packets<br>Art Slides<br>PowerPoint<br>Internet<br>DVD: Death of a Salesman | |
| CC1.2.11-12B | Identify the style of John Keats (sonnet, ode) | | | |
| CC1.2.11-12.C | Connect to Romanticism | | | |
| CC1.2.11-12D | Read and discuss the poems of Keats | | | |
| CC1.2.11-12E | Recognize the aspects of Modernism in art and literature | | | |
| CC1.2.11-12F | List the literary changes in the Modern Movement (plot, symbol, style) | | | |
| CC1.2.11-12J | and theme (human isolation, social concerns) | | | |
| CC1.2.11-12K | Identify and discuss the Symbols in “Eveline” by James Joyce. | | | |
| CC1.2.11-12L | Understand the motivation of character in “Eveline” by defending one’ | | | |
| CC1.3.11-12A | s point of view on the indiscriminate ending. | | | |
| CC1.3.11-12B | Debate the topic is interracial marriage and human isolation as seen | | | |
| CC1.3.11-12C | in “Say Yes” by Tobias Wolfe. Defend your interpretation of the | | | |
| CC1.3.11-12D | ending. | | | |
| CC.1.3.11-12G | Research the War Poems. Relate the content of the poems to | | | |
| CC1.3.11-13H | historical fact. State the themes. Defend your point of view. | | | |
| CC1.4.11-12A | Discuss the Modern themes in representative works of short fiction by | | | |
| CC1.4.11-12B | Faulkner and Greene, et al. Point out and explain the effectiveness | | | |
| CC1.4.11-12C | of Modern techniques in the short fictions considered. | | | |
| CC1.4.11-12D | Discuss the themes and topics in various representative works of | | | |
| CC.1.4.11-12F | Modern and Contemporary poetry. Debate open-ended conclusions. | | | |
| CC1.4.11-12K | Support statements of theme. | | | |
| CC.1.4.11-12L | Dramatically read (interpret) Death of a Salesman by Arthur Miller. | | | |
| CC.1.5.11-12A | Summarize the plot, character motivation, theme. | | | |
| CC1.5.11-12B | Connect to the ideals of Modernism. Relate to Modern conventions | | | |
| CC1.5.11-12C | on the stage. | | | |
| CC1.5.11-12D | Relate to the idea of Tragic Hero. Identify protagonist and antagonist, conflict. | | | |
| | Produce clearly written discussions on Death of a Salesman. | | | |

| **Big Idea/Unit:** | Modern Literature | | | |
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| **Pacing:** | 3 weeks | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |

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| CC.1.2.11-12A<br>CC1.2.11-12B<br>CC1.2.11-12.C<br>CC1.2.11-12D<br>CC1.2.11-12E<br>CC1.2.11-12F<br>CC1.2.11-12J<br>CC1.2.11-12K<br>CC1.2.11-12L<br>CC1.3.11-12A<br>CC1.3.11-12B<br>CC1.3.11-12C<br>CC1.3.11-12D<br>CC.1.3.11-12G<br>CC1.3.11-13H<br>CC1.4.11-12A<br>CC1.4.11-12B<br>CC1.4.11-12C<br>CC1.4.11-12D<br>CC.1.4.11-12F<br>CC1.4.11-12K<br>CC.1.4.11-12L<br>CC.1.5.11-12A<br>CC1.5.11-12B<br>CC1.5.11-12C<br>CC1.5.11-12D | Identify the traits of Irish poetry and characteristics of Seamus Heaney and William Butler Yeats poems.<br>Review and relate to Modern poems.<br>Recall facts on the histories and backgrounds of the major periods of British literature: Old English, Medieval, Renaissance, Romantic, Modern.<br>Recognize and define literary devises used in the above periods.<br>Recall basic plots of major works studied in the above periods.<br>Review the plots, style, conventions and themes in the major works including: Beowulf, Oedipus Rex, The Canterbury Tales, Macbeth, Catcher in the Rye, and Death of a Salesman.<br>Display proficiency in MLA formatting for standard essays, literary analysis and research-based papers.<br>Recall meanings and usage of vocabulary words Small Group discussions<br>Large class discussions<br>Research and note-taking on background information<br>Research and presentation of War poems, Modern short fiction and Modern poetry | Lyrical poems<br>Review of all literary terms | Poetry packets<br>Internet<br>Review Packets<br>Vocabulary Packets | Vocabulary Quizzes<br>Tests on plot, irony, character<br>Timed class essays (prompts)<br>Jeopardy-style review game |