

Curriculum Map: Challenge III English Cochranton Junior-Senior High School English

Course Description: This course is designed to provide work for college-bound students. It includes a chronological survey of British Literature introduced by a short history of the English language and followed by instruction on the epic, Beowulf, the King Arthur legend, Chaucer, and Shakespeare. Students will read an array of British literature including books of their own choosing. Students will review effective analytical writing techniques, vocabulary, research techniques, and grammar.

Unit Title:

Anglo- Saxon Period and the Middle Ages (449-1485)

Suggested time frame:

6-8 weeks

Standards:

CC.1.2.11-12: **Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: **Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.4.11-12: **Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.11-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How did foreign invasions affect British history and culture?
 Why was the Roman Catholic Church important to medieval culture?
 What cultural forces does the medieval romance reflect?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> - analyze the characteristics of medieval literature and how issues of these periods influenced the writers - clarify understanding of informational texts by creating diagrams - evaluate how the Middle Ages shaped its literary characters, plots, settings, and themes. - connect medieval literature to historical contexts, current events, and their own experiences. 	<ul style="list-style-type: none"> - epic - epic hero - in media res - irony - situational irony - dramatic irony - verbal irony - humor - characterization - historical narrative - romance story - religious story - couplet - exemplum - autobiography - miracle plays - mystery plays - morality plays - allegory - archetype - historical context - legend - folk ballad - literary ballad - stanza - rhyme scheme 	<ul style="list-style-type: none"> - Independent reading - Read aloud - summative and formative assessments - whole class discussions - formal presentations -graphic organizers/diagrams -talking to the text -think-aloud -25- word summary - think-pair-share - various other reading strategies - paraphrasing - summarizing 	<p>Glencoe Literature The Reader's Choice: British Literature Unit 1 (may include, but is not limited to... from <i>Beowulf</i>, from <i>Gilgamesh</i>, <i>The Seafarer</i>, from <i>Ecclesiastical History</i>, <i>The Canterbury Tales</i>, from <i>The Book of Margery Kempe</i>, from <i>Everyman</i>, from <i>Sir Gawain and the Green Knight</i>, from <i>Le Morte d'Arthur</i>)</p>

Unit Title:

The English Renaissance (1485-1650)

Suggested time frame:

4-6 weeks

Standards:

CC.1.2.11-12: **Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: **Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.4.11-12: **Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.11-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

What were the characteristics of Renaissance humanism?

How is humanism reflected in Shakespeare’s works?

How did the metaphysical and Cavalier poets respond to the religious conflicts of their time?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> - analyze the characteristics of Renaissance literature and how issues of these periods influenced the writers - evaluate how influences of the Renaissance shaped its literary characters, plots, settings, and themes. - connect Renaissance literature to historical 	<ul style="list-style-type: none"> - parallelism - author’s purpose - point of view - apostrophe - rhyme scheme - figurative language - tone - sonnet - quatrain - octave - sestet - couplet 	<ul style="list-style-type: none"> - Independent reading - Read aloud - summative and formative assessments - whole class discussions - formal presentations -graphic organizers/diagrams -talking to the text -think-aloud -25- word summary - think-pair-share 	<p>Glencoe Literature The Reader’s Choice: British Literature Unit 2 (may include, but is not limited to... selections by Elizabeth I, Wyatt, Spenser, Sidney, Marlowe, Raleigh, Bacon, Shakespeare, Lanyer, Donne, Jonson)</p> <p>- <i>MacBeth</i></p>

<p>contexts, current events, and their own experiences.</p>	<ul style="list-style-type: none">- style- argument- metaphysical poetry- cavalier poetry- conceit- meter- elegy- lyric poetry- classicism- carpe diem- form- simile- metaphor- theme- voice- foil- motif- plot (exposition, rising action, climax, falling action, resolution)- tragedy	<ul style="list-style-type: none">- various other reading strategies- paraphrasing- summarizing	
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Unit Title:

From Puritanism to the Enlightenment (1640-1780)

Suggested time frame:

3-4 weeks

Standards:

CC.1.2.11-12: **Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: **Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.4.11-12: **Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.11-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

What were the essential features of Puritanism?

What factors contributed to the outbreak of the English civil war?

What were the goals of the English Enlightenment?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> - analyze the characteristics of Puritan and Enlightenment literature and how issues of these periods influenced the writers - evaluate the influences of the Puritan and Enlightenment eras shaped literary characters, plots, settings, and themes. 	<ul style="list-style-type: none"> - personification - allusion - allegory - satire - parody - mock-epic 	<ul style="list-style-type: none"> - Independent reading - Read aloud - summative and formative assessments - whole class discussions - formal presentations -graphic organizers/diagrams -talking to the text -think-aloud -25- word summary - think-pair-share - various other reading strategies 	<p>Glencoe Literature The Reader's Choice: British Literature Unit 3 (may include, but is not limited to...from <i>Paradise Lost</i>, from <i>The Pilgrim's Progress</i>, <i>A Modest Proposal</i> or from <i>Gulliver's Travels</i>, selections by Pope)</p>

<p>- connect Puritan and Enlightenment literature to historical contexts, current events, and their own experiences.</p>		<p>- paraphrasing - summarizing</p>	
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Unit Title:

The Triumph of Romanticism (1750-1837)

Suggested time frame:

3-4 weeks

Standards:

CC.1.2.11-12: **Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: **Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.4.11-12: **Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.11-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

What were the essential features of Romanticism?

How did Romantic writers respond to nature?

What conception of the imagination did Romanticism express?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> - analyze the characteristics of Romantic literature and how issues of these periods influenced the writers of that period - evaluate how the influences of the Romantic era shapes literary characters, plots, settings, and themes. - connect Romantic literature to historical contexts, current 	<ul style="list-style-type: none"> - epitaph - dialect - thesis - symbol - stanza - dialogue - enjambment - alliteration - narrative poetry - irony (verbal, situational, dramatic) - poetry form - ballad 	<ul style="list-style-type: none"> - Independent reading - Read aloud - summative and formative assessments - whole class discussions - formal presentations -graphic organizers/diagrams -talking to the text -think-aloud -25- word summary - think-pair-share - various other reading strategies 	<p>Glencoe Literature The Reader's Choice: British Literature Unit 4 (may include, but is not limited to...selections by Robert Burns, Wollstonecraft, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats)</p> <ul style="list-style-type: none"> - excerpts from novels <chosen specifically because they support AP literature

events, and their own experiences.	- sonnet - ode - apostrophe	- paraphrasing - summarizing	needs>; excerpts may include but are not limited to: <i>Pride and Prejudice</i> - Jane Austen
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Unit Title:

The Victorian Age (1837-1901)

Suggested time frame:

6-8 weeks

Standards:

CC.1.2.11-12: **Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: **Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.4.11-12: **Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.11-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How were Britain and the British Empire changing during the Victorian age?

What conditions helped stimulate Victorian optimism?

How did the mood of later Victorian writers change?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> - analyze the characteristics of Victorian literature and how issues of the period influenced the writers - evaluate the influences of the Victorian period that shaped literary characters, plots, settings, and themes in Victorian literature. - connect Victorian literature to historical contexts, current 	<ul style="list-style-type: none"> - rhythm - assonance - consonance - nonsense verse - onomatopoeia - description - dramatic monologue - exposition (plot) - irony (verbal, situational, dramatic) 	<ul style="list-style-type: none"> - Independent reading - Read aloud - summative and formative assessments - whole class discussions - formal presentations -graphic organizers/diagrams -talking to the text -think-aloud -25- word summary - think-pair-share - various other reading strategies 	<p>Glencoe Literature The Reader's Choice: British Literature Unit 5 (may include, but is not limited to...selections by Tennyson, Carroll, Charlotte Bronte, Browning, Hardy)</p> <ul style="list-style-type: none"> - <i>A Christmas Carol</i> - excerpts from novels <chosen specifically because they support AP literature needs>; excerpts may include but are not limited to:

events, and their own experiences.		- paraphrasing - summarizing	<i>A Tale of Two Cities</i> - Charles Dickens; <i>Jane Eyre</i> - Charlotte Bronte; <i>Tess of the d'urbervilles</i> - Thomas Hardy; <i>Great Expectations</i> - Charles Dickens; <i>Wuthering Heights</i> - Emily Bronte
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Unit Title:

The Modern Age (1901-1950)

Suggested time frame:

3-4 weeks

Standards:

CC.1.2.11-12: **Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.11-12: **Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.4.11-12: **Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.11-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How did World Wars I and II impact British literature?

How was class conflict represented in British literature?

How did attitudes toward the British Empire begin to change during this period?

What were some major characteristics of Modernism?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> - analyze the characteristics of Modernist literature and how issues of the period (such as world wars and class conflicts) influenced the writers - evaluate the influences of the historical period that shaped literary characters, 	<ul style="list-style-type: none"> - motivation - narrator - symbol - mood - rhyme scheme - structure - imagery - foreshadowing - epiphany - argument - stream of consciousness 	<ul style="list-style-type: none"> - Independent reading - Read aloud - summative and formative assessments - whole class discussions - formal presentations -graphic organizers/diagrams -talking to the text -think-aloud -25- word summary - think-pair-share 	<p>Glencoe Literature The Reader's Choice: British Literature Unit 6 (may include, but is not limited to...selections by Mansfield, Kipling, Orwell, Brooke, Sassoon, Owen, Yeats, Eliot, Lawrence, Joyce, Thomas, Woolf)</p>

<p>plots, settings, and themes in modern literature. - connect modern literature to historical contexts, current events, and their own experiences.</p>		<ul style="list-style-type: none">- various other reading strategies- paraphrasing- summarizing	
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Unit Title:
Suggested time frame:

Research
 3-4 weeks

Standards:

CC.1.2.11-12: **Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.
 CC.1.3.11-12: **Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.
 CC.1.4.11-12: **Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
 CC.1.5.11-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How can our knowledge and use of the research process promote lifelong learning?
 How do we use information gained through research to expand knowledge of literature?
 What are the common characteristics and techniques of scholarly research?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> - Formulate a clear research question - Gather and evaluate information - Conduct inquiry-based research on topic - Evaluate sources - Synthesize information and data relevant to the topic 	<ul style="list-style-type: none"> - Research - primary source - secondary source - types of sources (popular, credible, scholarly) - bias - works cited (reference page) - in-text citations - heading vs. header - accuracy 	<ul style="list-style-type: none"> - Independent reading - independent research - source cards (optional) - Formal MLA - Outline Rubric - various other reading strategies - paraphrasing - summarizing -Note cards and/or outlining and/or listing 	<ul style="list-style-type: none"> - Media Center resources -Databases -Websites -Primary Source - British Literature selection - Purdue OWL and other websites

<ul style="list-style-type: none">- Distinguish between one's own ideas and the ideas of others- Make inferences and draw conclusions from research and analyzing primary text- Create a clear, complex thesis statement focused on the writing prompt	<ul style="list-style-type: none">- validity- appropriateness- social context- cultural context- literary analysis- literary criticism		
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