

Wilson Area School District Planned Course Guide

Title of Planned Course: English Twelve

Subject Area: English

Grade Level: Twelve

Course Description: The course is designed to provide students with a firm foundation in British Literature. Students will be provided with a survey course, which begins with the Anglo-Saxon epic Beowulf and moves through the Medieval, Renaissance, Restoration, Romantic, Victorian, Modern and Contemporary periods tracing themes, historical achievements, and great art created by the British. Students will build on their foundation of reading, writing, understanding grammar and developing vocabulary in order to analyze, evaluate, and appreciate the short stories, literary nonfiction, poetry, drama, informational texts and historical documents. Additionally, students will read a minimum of one novel per marking period subject to the approval of their English teacher. They will also learn how to write a research paper and follow the parameters set forth by the Modern Language Association. The course reflects the newly created English Language Arts Common Core State Standards.

Time/Credit for this Course: One Academic School Year

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Wilson Area School District Course Materials: English Twelve

Textbooks:

Literature: British Literature
Houghton Mifflin Harcourt, 2012

Supplemental Books:

Elements of Language
Holt, Rinehart, and Winston, 2003

Teacher Resources:

- Ancillary Workbooks, Houghton Mifflin Harcourt
- CD ROMS for test construction
- Online editions for students and teachers
- Online support such as interactive smart board lessons at thinkcentral.com
- Supplemental video excerpts to reinforce lessons

Wilson Area School District Curriculum Map

August and September:

- Summer reading review for students taking College Preparatory English and Honors English (Students in Basic English Twelve will extend the first two units in order to have greater success in the beginning of the school year. The pacing of this course will be adjusted for the Basic English classes according to the needs of the students.)
- The Anglo-Saxon Period
- Research paper writing (This unit will occur in the first semester; however, as all classes share the same resources, the exact placement of this unit in the semester is up to the teachers of the classes.)

October:

- The Medieval Period

November:

- The Renaissance Period: William Shakespeare's *Macbeth* and selected sonnets

December:

- Complete Shakespeare

January:

- Midterm Review
- Midterm Exams

February:

- The Renaissance
- The Restoration and 18th Century

March:

- The Flowering of Romanticism

April:

- The Victorian Era

May:

- The Modern and Contemporary Period
- Final exam review

June:

- Final Exams

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: Review of Summer Reading
Summer reading assignments are subject to change

Time Frame: Two Weeks

Common Core Standards: CC.1.3.11-12.A,B,C,D,E,F,I,J; CC.1.5.11-12.A; CC.1.4.11-12.E,K,Q

Essential Content/Objectives: At end of the unit, students will be able to:

- Review the plot of the novel by correctly incorporating literary terms for plot analysis.
- Identify major and minor characters in the novel, trace their development, and make inferences based on the evidence.
- Identify and discuss major themes and symbols in the novel and relate them to other works of literature, current events, and history.
- Identify the narrator, the point of view, and evaluate the effectiveness and the purpose of the narrative choice.
- Analyze the author's style.
- Explain the novel's place and relationship to British literary period and/or history.

Core Activities: Students will complete/participate in the following:

- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction.
- Discuss plot, character, diction, theme, symbol, point of view, current and historical connections in small groups and/or in large group instruction.

Extension:

- Students may complete additional research on historical aspects of the novel.
- Students may complete additional research on the artistic aspects of the novel.

Remediation:

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may view the film adaptation of the novel if one has been created.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on literature, grammar, vocabulary and writing instruction

Materials and Resources:

- The summer reading novel
- A film adaptation, if it has been created

Assessments:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Teacher generated scoring rubrics, textbook rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: Writing the Research Paper

Common Core Standards: CC.1.2.11-12.G,J; CC.1.4.11-12.S,U,V,W,X

Essential Content/Objectives: At end of the unit, students will be able to:

- Read Research Strategies Workshop.
- Find and read independent selections that pertain to their research topics.

Core Activities: Students will complete/participate in the following:

- Select and shape a research topic.
- Plan their research.
- Identify relevant and credible sources.
- Choose the best research tools, including primary and secondary sources and online sources.
- Make source lists, take notes, and synthesize multiple sources.
- Avoid plagiarism by quoting directly and crediting sources.
- Verify information, detect bias, and develop a personal perspective.
- Document sources and prepare a Works Cited list.
- Format their papers.
- Use punctuation correctly throughout the paper and specifically while quoting from sources. Students will correctly include parenthetical documentation.
- Learn new words organically through the research process.
- Write a rough draft which they will edit.
- Edit each other's papers.

Extension:

- Students may conduct research on additional topics.

Remediation:

- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Class editing, peer editing, independent editing

Materials and Resources:

- Student One Stop Planner CD
- Teacher One Stop Planner CD
- Resource Manager Unit Booklets

Assessments:

- Class discussion, individual discussion
- Assessments of sources, note cards, planning resources
- Rough draft
- Final draft
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: The Anglo-Saxon Period

Time Frame: 2-3 weeks

Common Core Standards: CC.1.3.11-12.A,C,F,I,J; CC.1.4.11-12.F,L,R

Essential Content/Objectives: At end of the unit, students will be able to:

- Read the Text Analysis Workshop to understand the characteristics of an epic as well as techniques for reading Old English poetry.
- Read the historical background to the unit.
- Read *Beowulf* and learn about the characteristics of an epic poem.
- Read from the *Exeter Book* and understand the common life of the Anglo-Saxons as well as focus on imagery.

Core Activities: Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Extend their vocabulary development through SAT word lists.

Extension:

- Students may read other works in the Anglo-Saxon unit.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

Assessments:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: The Medieval Period

Time Frame: 3-4 weeks

Common Core Standards: CC.1.2.11-12.K,J; CC.1.3.11-12.B,C,D,F,H,I,J,K

Essential Content/Objectives: At end of the unit, students will be able to:

- Read the Text Analysis Workshop to understand the characteristics of a medieval narrative as well as techniques for reading the texts.
- Read *The Canterbury Tales*, by Geoffrey Chaucer, which will include but not be limited to *The Prologue*, *The Pardoner's Tale*, and *The Wife of Bath's Tale*. They will understand the characteristics of Chaucer's narrative style, analyze characterization as well as the choice of narrator, and develop language skills through paraphrasing.
- Read *Sir Gawain and the Green Knight* in order to analyze Medieval Romances as well as make inferences about characters.

Core Activities: Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Extend their vocabulary development through SAT word lists.

Extension:

- Students in more advanced classes may read additional works such as *The Decameron* or participate in the media study: Legends in Film, King Arthur.
- Additional selection questions and ideas for research projects as well as other projects are available in the Resource Manager.

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

Assessments:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: William Shakespeare

Time Frame: 5 weeks

Common Core Standards: CC.1.3.11-12.C,E,F,H,I,J; CC.1.4.11-12.E,K,Q

Essential Content/Objectives: At end of the unit, students will be able to:

- Students will read the Text Analysis Workshop to understand the characteristics of a sonnet.
- Students will read William Shakespeare's sonnets: *Sonnet 19*, *Sonnet 116*, and *Sonnet 130* in order to analyze the sonnet form as well as develop an understanding of imagery, symbolism, and theme.
- Students will read the Text Analysis Workshop: Shakespearean Tragedy.
- Students will read *The Tragedy of Macbeth* in order to understand the conventions of tragedy as well as study Shakespeare's use of language to develop characters, themes, and symbolism. Students will also analyze Shakespeare's use of imagery and figurative language as well as common dramatic techniques.

Core Activities: Students will complete/participate in the following:

- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students may also extend their vocabulary development through SAT word lists.

Extension:

- Students may choose to read additional Shakespearean tragedies such as *The Tragedy of Hamlet, Prince of Denmark*.
- Students may choose to read other tragedies such as *Death of a Salesman*, by Arthur Miller, or *Oedipus*, by Sophocles.

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

Assessments:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: The Renaissance Period

Time Frame: 1-2 weeks

Common Core Standards: CC.1.3.11-12.C,E,F,H,I,J; CC.1.4.11-12.E,K,Q

Essential Content/Objectives: At end of the unit, students will be able to:

- Read an excerpt from *Paradise Lost*, by John Milton. They will analyze allusions as well as other poetic devices and techniques in order to read a difficult text.
- Read *To His Coy Mistress*, by Andrew Marvell; *To the Virgins, to Make Much of Time*, by Robert Herrick; and *To Althea, from Prison*, by Richard Lovelace in order to analyze theme and interpret figurative language in Renaissance poetry.

Core Activities: Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Extend their vocabulary development through SAT word lists.

Extension:

- Students may choose to read additional Renaissance texts such as the poetry of Ben Jonson.
- Teachers may choose to introduce the poetry and writing of John Donne to more advanced classes, including but not limited to *Holy Sonnet 10*, *Meditation 17*, and *a Valediction Forbidding Mourning*.

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

Assessments: Assessments may include but are not limited to the following:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: The Restoration and the 18th Century

Time Frame: 2 weeks

Common Core Standards: CC.1.3.11-12.H,K; CC.1.4.11-12.F,L,R

Essential Content/Objectives: At end of the unit, students will be able to:

- Read *A Modest Proposal*, by Jonathon Swift in order to analyze the development of an argument as well as the historical use of satire.
- Read *A Vindication of the Rights of Women*, by Mary Wollstonecraft, in order to analyze the development of an argument, counterargument, and understand the importance of historical context.
- Read the Text Analysis Workshop: Nonfiction in the 18th Century.

Core Activities: Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Extend their vocabulary development through SAT word lists.

Extension:

- Students may choose to read additional Restoration and 18th Century texts such as *Gulliver's Travels*, by Jonathon Swift.
- Students may explore the use of satire in modern entertainment.
- Teachers may choose to introduce *The Diary of Samuel Pepys* to more advanced classes.

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

Assessments:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: The Flowering of Romanticism

Time Frame: 3-4 weeks

Common Core Standards: CC.1.3.11-12.A,C,E,F,G,H,I,K; CC.1.4.11-12.F,L,R

Essential Content/Objectives: At end of the unit, students will be able to:

- Read the poetry of William Blake, including but not limited to *The Lamb* and *The Tyger* in order to analyze symbolism as well as compare and contrast poetry.
- Read the Text Analysis Workshops: Romanticism, Form and Meaning in Poetry.
- Read the poetry of William Wordsworth, including but not limited to *The World is Too Much With Us* in order to analyze romantic and stylistic elements of poetry.
- Read *The Rime of the Ancient Mariner*, by Samuel Taylor Coleridge, in order to analyze a literary ballad as well as the elements of narrative poetry.
- Read *Ozymandias*, by Percy Bysshe Shelley, in order to analyze historical context in poetry as well as rhythmic patterns.
- Read the poetry of John Keats, including but not limited to *Ode on a Grecian Urn*, in order to analyze his use of imagery as well as understand the elements of an ode.

Core Activities: Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Extend their vocabulary development through SAT word lists.

Extension:

- Students may choose to read additional poetry of the Romantic period.
- Students may choose to read *Frankenstein*, by Mary Shelley, a gothic novel of the time.

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

Assessments:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: Victorian Poetry

Time Frame: 1-2 weeks

Common Core Standards: CC.1.3.11-12.A,C,E,F,G,H,I,K; CC1.4.11-12.F,L,R

Essential Content/Objectives: At end of the unit, students will be able to:

- Read *The Lady of Shalott*, by Alfred, Lord Tennyson, in order to analyze mood, speaker, and allusion in poetry.
- Read *My Last Duchess*, by Robert Browning, in order to understand the elements of a dramatic monologue and make inferences about a speaker in poetry.
- Read *Dover Beach*, by Matthew Arnold, in order to analyze theme and choice of speaker.
- Read *To an Athlete Dying Young*, by A. E. Housman, in order to make inferences and analyze the poet's use of techniques and devices to establish theme.

Core Activities: Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Extend their vocabulary development through SAT word lists.

Extension:

- Students may choose to read additional works of Victorian poetry.
- Students may choose to read Victorian fiction such as the works of Charles Dickens.
- Students may choose to read or view a Victorian drama such as *The Importance of Being Earnest*, by Oscar Wilde.

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

Assessments:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools

Curriculum Scope and Sequence

Planned Course: English Twelve

Unit: Modern and Contemporary Literature

Time Frame: 3-4 weeks

Common Core Standards: CC.1.3.11-12.A,B,D,F,H,K

Essential Content/Objectives: At end of the unit, students will be able to:

- Read *The Hollow Men*, by T.S. Eliot, in order analyze style in modern poetry.
- Read the Text Analysis Workshop: Modernism.
- Read *The Rockinghorse Winner*, by D. H. Lawrence, in order to analyze theme, analyze the structure and techniques used to develop theme in short fiction, and draw conclusions.
- Read *Do Not Go Gentle into That Good Night*, by Dylan Thomas, in order to analyze literary form, use of language, and imagery.
- Read *The Second Coming*, by William Butler Yeats, in order to analyze symbolism as well as other techniques and devices in poetry.
- Read *The Demon Lover*, by Elizabeth Bowen, in order to analyze the use of foreshadowing, flashback, and other short fiction techniques and devices in order to establish theme.
- Teachers may substitute or add *1984*, by George Orwell, in order to teach the fundamental concepts of Modernism.
- Teachers of Basic English 12 may substitute or add *Lord of the Flies*, by William Golding, in order to teach the fundamental concepts of Modernism as well as the structure, development and techniques of fiction .

Core Activities: Students will complete/participate in the following:

- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities, which further the understanding of the theme and/or literary techniques.
- Engage in classroom discussion that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes; they may complete exercises, apply their knowledge through writing, playing games, and creating study tools (like flashcards) in order to reinforce the words.
- Extend their academic vocabulary through a variety of methods, which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Extend their vocabulary development through SAT word lists.

Extension:

- Students may choose to read additional works of Modern and Contemporary poets such as *The Naming of Cats*, by T.S. Eliot.
- Students may wish to read additional works of Modern fiction such as *Heart of Darkness*, by Joseph Conrad or *A Portrait of the Artist as a Young Man*, by James Joyce.
- Students may wish to read additional works of Modern drama such as *Pygmalion*, by George Bernard Shaw.

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published online which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.

Instructional Methods:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Smart board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- Media Smart CD
- Student One Stop Planner CD
- Audio Anthology CD
- Teacher One Stop Planner CD
- Diagnostic and Selection Test Booklets
- Unit and Benchmark Test Booklets
- Resource Manager Unit Booklets

Assessments:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final draft
- Games, puzzles
- Textbook scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated scoring tools