

**Trinity Area School District
Template for Curriculum Mapping**

Course: English 12 CP Designer(s): THS English Department	Overview of Course: This class is an integrated course of literature, grammar, and composition. The literature will consist of British poetry, short stories, non-fiction, and classic works from Anglo-Saxon to contemporary literature. Great emphasis will be placed on critical thinking and reading, literary analysis, language skill, oral communication, study and listening skills, and various modes of writing. Vocabulary study will supplement the British literature curriculum. The successful completion of a research project is a mandatory course requirement.
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Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study

(This is a tentative order of units based on pacing and special needs of classes)

Month of Instruction (In what month(s) will you teach this unit?)	Title of Unit	Big Idea(s) (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	Common Assessment(s)* (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
August/ September	College Writing	Communication Persuasion	CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.F Demonstrate a grade appropriate command of the conventions of	Writing is used for communication. Writing is used for persuasion.	What makes an interesting essay? How do writers express their beliefs and personal information in as few words as possible and	Collins Writing Trinity Writing Rubric	5 essays ranging from 150 – 500 words precisely – each essay longer than the previous one.

		<p>standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.H Write with a sharp distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a</p>		<p>still make lasting impressions? How do a writer's words impact others?</p>	<p>Students choose from a list of topics relating to college entrance that will best suit their needs. The final essay (500 words) will be a descriptive essay of a random coloring book page that they color and describe the picture, actions, etc., within the confines of 500 words.</p> <p>Each essay is to have 2 rough drafts – each read by 3 other students in their writing groups. Both drafts and the final copy are to be submitted to the instructor for grading.</p> <p>College vocabulary and grammar development.</p>
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			<p>narrator and/or characters. CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>				
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September/ October	Anglo – Saxon Period	Communities Conflict Culture Stories Lore	1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.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	What are the characteristics or elements of a piece of literature, a focus or law, or of language have to have in order to endure? Can good come from conflict? How does the story of BEOWULF reflect the epic journey? What similarities and/ or differences does the character Beowulf have to modern heroes? FOR POETRY ADD: How are characters of other pieces of modern literature shown as outcasts in a foreign culture? What is the relationship between what is inherited and fate?		Collins Writing Formative assessment Summative assessment	College vocabulary and grammar development. BEOWULF Poetic Terminology “The Seafarer” “The Wife’s Lament” Historical articles Anglo-Saxon Riddles – Students to write on as well. Literary Terminology
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			<p>explicit assumptions and beliefs. CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the</p>				
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			<p>text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.H Demonstrate knowledge of</p>				
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			<p>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.</p> <p>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.</p> <p>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</p>				
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			comprehension or expression. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently				
October/ November	The Middle Ages	Change Power Perspective Rebirth Sonnet Culture Values "carpe Diem"	1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B	Changes in social, religious, and personal views affect the literature of the times. People's experiences influence understanding. Medieval pilgrimages were both spiritual and social. Warrior games were carried out by nobility whose main work was fighting. The Renaissance was a time of rebirth.	How did the church have a stronghold on medieval society? Was the feudal system better or worse than governing systems of today? Do modern people go on pilgrimages? If they do, what are their reasons? How have "warrior games" maintained their hold on society – or have they? How does one draw "inferences"? What does "carpe diem" mean?	Collins Writing Formative assessment Summative assessment	The Canterbury Tales : "The Prologue" "The Wife of Bath's Tale" The Pardoner's Tale" Outside readings Poetry – "Lord Randall" "Edward, Edward" Excerpt from LE MORTE d' ARTHUR Literary Vocabulary College vocabulary Canterbury Projects ADD Renaissance poetry

			<p>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.</p> <p>CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>		<p>ADD C.C.1.3.11-12 B,D,F,H,I,J</p>		
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			<p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and</p>				
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			<p>literary significance for their themes, purposes, and rhetorical</p> <p>feCC.1.2.11-12.K 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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to</p>				
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			<p>develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.3.11-12.I</p>				
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			<p>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.</p>				
November/ December	FRANKEN- STEIN	Scientific exploration	1.2 Reading Informational Text	The changing views of scientific exploration	How far is too far where scientific	Collins Writing	FRANKENSTEIN College vocabulary

		<p>Gothic genre</p> <p>Values</p>	<p>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.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.</p> <p>CC.1.2.11-12.C</p>	<p>affected religious thought.</p> <p>Anyone of any age can write a classic novel.</p> <p>The statement that “Pride goes before the fall” applies to many areas of life.</p>	<p>exploration and /or research is concerned</p> <p>How do interpersonal relationships affect what a person does?</p>	<p>Formative assessment</p> <p>Summative assessment</p>	<p>Literary Terms</p> <p>Outside articles</p> <p>Background concerning gothic genre</p> <p>Information pertaining to the Romantic period</p> <p>Lord Byron – “She Walks in Beauty”</p> <p>Percy Bysshe Shelley – “Ozmandias”</p> <p>“Ode to the Westwind”</p> <p>Four page paper discussing literary one of several elements contained in the novel FRANKENSTEIN.</p> <p>Web sites: www.gutenberg.org www.literature.org www.audiobox.org or librivox.org</p>
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			<p>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for</p>				
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			<p>their themes, purposes, and rheCC.1.2.11-12.K 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.</p> <p>CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between teCC.1.3.11-12.B</p> <p>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</p>				
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			<p>author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts with focus on textual evidence.</p> <p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the</p>				
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			<p>respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.11-12.A Write informative/explanatory texts to examine and convey</p>				
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			<p>complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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 whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading</p>				
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			<p>standards for literature and literary non-fiction.</p> <p>CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the</p>				
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			subject, demonstrating understanding of the subject under investigation.				
December/ January	Introduction to Research Writing	Communication Information	<p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.D Organize complex ideas, concepts, and information so that</p>	<p>Research takes time and patience.</p> <p>Researching requires paying attention to detail.</p>	<p>How does a writer begin researching a topic?</p> <p>What resources are available for researching?</p> <p>What format is required?</p> <p>How does a researcher know if a source is viable?</p>	<p>Collins Writing</p> <p>Formative assessment</p> <p>Summative assessment</p>	<p>Handouts describing research project</p> <p>Topic sheets</p> <p>Large envelopes</p> <p>List of data bases</p> <p>List of requirements</p>

			<p>each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.E</p> <p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style				
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			<p>CC.1.4.11-12.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none">• Use parallel structure.• Use various types of phrases and clauses to convey specific				
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			<p>meanings and add variety and interest.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11-12.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is</p>				
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			<p>most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared</p> <p>CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and</p>				
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			<p>revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>writing products in response to ongoing feedback, including new arguments and information.</p>				
January/ February	Research paper	Communication Information	<p>1.4 Writing</p> <p>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C</p>	<p>The application of writing skills is necessary for writing proficiency.</p> <p>People rely on a variety of sources to obtain information.</p> <p>New information may result in a new idea or a change of understanding of an area of previously accepted theory.</p>	<p>How do good readers and writers use the research process to find and share information?</p> <p>What are the different ways information is organized?</p> <p>Why is information organized in different ways?</p> <p>Why do we ask questions?</p> <p>Why is the writing process important?</p>	<p>Collins Writing</p> <p>Formative assessment</p> <p>Summative assessment</p>	<p>Resources: School and local libraries</p> <p>Access PA</p> <p>School owned/provided data bases as the following: eLibrary, Facts on File, Gale, Grolier Encyclopedia, Library Reference Service, Point of View Reference Center, SIRS knowledge Source, and World Book</p> <p>Books</p> <p>Magazine articles</p>

			<p>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; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11-12.D</p> <p>Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11-12.E</p>				<p>Historical and bibliographic materials based on such television shows (ie The History channel and the Biography channel).</p>
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			<p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style <p>CC.1.4.11-12.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.H Write with a sharp distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none">• Introduce the precise, knowledgeable claim.				
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			<p>CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.				
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			<ul style="list-style-type: none">• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.• Establish and maintain a formal style. <p>CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <p>CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>				
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			<p>CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none">• Use parallel structure.• Use various types of phrases and clauses to convey specific meanings and add variety and interest.• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <p>CC.1.4.11-12.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading</p>				
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			<p>standards for literature and literary non-fiction.</p> <p>CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and</p>				
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			<p>audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11-12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>				
February/ March	Shakespeare	<p>Relationships Responsibility Life Lessons Age v. youth Moral choices History of the theater</p>	<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.2.11-12.A</p>	<p>Love does not necessarily “conquer all”.</p> <p>There are different ways that pride affects people – some good and some bad.</p> <p>Ambition is a word that has multiple meanings.</p>	<p>In what ways is the play more sympathetic to the main character than to his counterpart(s)?</p> <p>How is disguise used as both a plot device and as a theme?</p> <p>How are the evil natures of the</p>	<p>Collins Writing</p> <p>Formative assessment</p> <p>Summative assessment</p>	<p><i>King Lear/Macbeth/Othello the Black Moor of Venice</i></p> <p>Movie clips as needed for understanding</p> <p>Study guides</p> <p>Journal entries</p> <p>Outside readings</p>

		<p>Impulsive decision making</p> <p>Deception and secrecy</p>	<p>Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.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.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>		<p>characters compared and contrasted?</p>		<p>Tennyson – “The Lady of Shalott”</p> <p>A.E. Housman: “When I was one-and-twenty”</p> <p>“The Bet” “The Destructors” “The Jewels” “How Much Land Does a Man Need”</p> <p>Add Shakespearean articles of relevance</p> <p>Holt on-line essay #4</p>
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			<p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features</p> <p>CC.1.2.11-12.K 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.</p> <p>CC.1.2.11-12.L</p>				
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			<p>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>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</p>				
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			<p>and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning an</p> <p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major</p>				
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			<p>periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.11-12.K</p>				
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			Read and comprehend literary fiction on grade level, reading independently and proficiently.				
March /April	Victorian Period/Industrial Revolution	Trust Family Moral choices Deception/secretcy	1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as	Trust is an earned trait. Hard work and dedication pay off. Change comes whether it is wanted or not.	Is emotion stronger than reason? What is essential for happiness? How strong is a family unit?	Collins Writing Formative assessment Summative assessment	Industrial revolution/New Imperialism Outside readings SILAS MARNER/JANE EYRE Connections to SILAS MARNER: “The Hoarde” – JRR Tolkien (poetry) “How the Lilies Grow...” Matthew 6: 19-34 (in text essay relating to Silas and his honor of gold over good. “Who’s Who in the Country “ – Daniel Pool – hierarchy of the country gentry.

			<p>well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p>				<p>Thomas Conrad – “The Condition of England”</p> <p>The Victorian Period</p> <p>Browning</p>
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			<p>CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>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.</p> <p>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</p>				
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			comprehension or expression. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.				
April/May	Dickens to Modern Era	<p>Social reform <u>Court system</u></p> <p>Society/class system</p> <p>Warfare</p> <p>Loyalty</p> <p><u>Suffering</u></p> <p>Economics</p> <p>Education</p> <p>Wealth</p> <p>Power</p> <p>Women and femininity</p>	<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11-12.B Cite strong and thorough textual evidence to support</p>	<p>Greed is universal.</p> <p>Even in a “classless” society differences are evident.</p> <p>The role of “family”, education, wealth, and women are relative to a given time period.</p>	<p>How does employment reflect culture?</p> <p>What techniques did the author use to get his points across?</p> <p>Do you identify with or shun the values of this piece?</p> <p>How did the time period in which the piece was written affect how and why it was written?</p>	<p>Collins Writing</p> <p>Formative assessment</p> <p>Summative assessment</p>	<p>Dickens’ works: OLIVER TWIST</p> <p>A TALE OF TWO CITIES</p> <p>HARD TIMES Connections: “Five Points of Criminal Law” “What was Said About and By Dickens” “The Heroes” – Gerald Seymour</p> <p>Added non-fictional connections: “Due Process of Law: The Rights of Man” Thomas Paine</p> <p>“Voices From the Prisons of Paris in the Terror”</p> <p>“Prison Isolation and Its Consequences”</p>

			<p>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.</p> <p>CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape</p>				<p>"Capital Punishment: Usually Cruel Before the Guillotine"</p> <p>Outside readings</p> <p>Vocabulary</p> <p>James Joyce - "Araby"</p> <p>Speeches by Sir Winston Churchill</p> <p>Katherine Mansfield - "A Doll's House"</p>
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			<p>meaning and tone in texts. CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features CC.1.2.11-12.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.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing</p>				
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			<p>flexibly from a range of strategies and tools. CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>1.3 Reading Literature Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the</p>				
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			<p>text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,</p>				
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			<p>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.</p> <p>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts</p>				
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