

## English Literature – Unit 1 Curriculum Map – Middle Ages

Theme, Enduring Understandings, & Essential Questions for This Unit (5-6 weeks)	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Unit
<p>Theme/Unit:</p> <ul style="list-style-type: none"> <li>Middle Ages</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Historical Middle Ages Lit</li> <li>Historical Literary References</li> <li>Writing Process</li> <li>Plot Line</li> <li>Character Development</li> <li>Figurative Language</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What was the Middle Ages and what is unique about the literature of the time?</li> <li>What historical references are used in Middle Ages Literature?</li> </ul>	<p>Summative Assessment (at the end of the unit):</p> <ul style="list-style-type: none"> <li>Unit 1 Test</li> <li>Informative Essay</li> </ul> <p>Formative Assessments (throughout the unit):</p> <ul style="list-style-type: none"> <li>Middle Ages Lit Period Quiz</li> <li>Critical reading questions/discussion</li> <li>Writing prompts</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li><b>Standard 3 - 12.3.R.1-7:</b> Critical Reading and Writing – Students will apply critical thinking skills to reading and writing.</li> <li><b>Standard 4 – 12.4.R.1-5:</b> Students will expand their working knowledge of vocabulary to effectively communicate and understand texts.</li> <li><b>Standard 5 – 12.5.R:</b> Students will apply knowledge of grammar</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li><b>Standard 3 – 12.3.W.2-3:</b> Informative essay using the writing process.</li> <li><b>Standard 5 – 12.5.W.1-3:</b> Students will demonstrate command of Standard English grammar, mechanics and usage through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking questions (MC)</li> <li>Practice writing prompts</li> <li>Essay writing</li> <li>Classroom Discussion</li> <li>Graphic organizers</li> <li>Video clips</li> <li>Audio recordings</li> <li>Cornell Notes</li> </ul>	<p>Anchor Text(s):</p> <p>Middle Ages Literature (excerpts from):</p> <ul style="list-style-type: none"> <li>Chaucer’s <i>The Canterbury Tales</i></li> <li>Dante’s <i>Inferno</i></li> <li>“Sir Gawain and the Green Knight”</li> </ul>

## English Literature – Unit 2 Curriculum Map – Renaissance Literature

Theme, Enduring Understandings, & Essential Questions for This Unit (5-7 weeks)	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
<p>Theme/Unit:</p> <ul style="list-style-type: none"> <li>Renaissance Literature</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Historical Renaissance Lit</li> <li>Drama Structure/Shakespearean Era</li> <li>Sonnet Structure</li> <li>Plot line</li> <li>Dramatic Elements (Monologue, Dialogue, Soliloquy, Aside, etc)</li> <li>Character Development</li> <li>Figurative Language</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What is Renaissance literature?</li> <li>How does Renaissance literature break from Middle Ages?</li> <li>What historical references/inferences are prevalent in Renaissance literature?</li> </ul>	<p>Summative Assessment (at the end of the unit):</p> <ul style="list-style-type: none"> <li>Unit Test</li> <li>Argumentative Essay</li> </ul> <p>Formative Assessments (throughout the unit):</p> <ul style="list-style-type: none"> <li>Renaissance Era Quiz</li> <li>Critical Reading Questions/Discussion</li> <li>Writing Prompts</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li><b>Standard 1 – 12.1.R.1-3:</b> Effective speaking &amp; and active listening.</li> <li><b>Standard 3 - 12.3.R.1-7:</b> Critical Reading and Writing – Students will apply critical thinking skills to reading and writing.</li> <li><b>Standard 4 – 12.4.R.1-5 –</b> Students will expand working vocabulary to communicate and understand texts.</li> <li><b>Standard 7 – 9.7.R.1-2:</b> Students will evaluate written, oral, visual and digital texts in order to draw conclusions and analyze various understandings:</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li><b>Standard 3 – 12.3.W.4-6:</b> Argumentative essay using the writing process.</li> <li><b>Standard 4 – 12.4.W.1-2:</b> Communicate using academic language in writing.</li> <li><b>Standard 5 – 12.5.W.1-3:</b> Students will demonstrate command of Standard English grammar, mechanics and usage through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking questions (MC)</li> <li>Practice writing prompts</li> <li>Writing prompts</li> <li>Classroom discussion</li> <li>Graphic organizers</li> <li>Video clips</li> <li>Audio recordings</li> <li>Cornell Notes</li> </ul>	<p>Anchor Text(s):</p> <p>Renaissance Literature:</p> <ul style="list-style-type: none"> <li>Shakespeare’s Sonnets</li> <li>Spenser’s Sonnets</li> <li>Marlowe’s “Passionate Shepherd”</li> <li>Raleigh’s “Nymph’s Reply”</li> <li>Shakespeare’s <i>Macbeth</i></li> </ul>

## English Literature - Unit 3 Curriculum Map – Restoration Period

Theme, Enduring Understandings, & Essential Questions for This Unit (5-6 weeks)	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
<p>Theme/Unit:</p> <ul style="list-style-type: none"> <li>Restoration Period Literature</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Plot Line</li> <li>Poetry Structure</li> <li>Figurative Language</li> <li>Character Development</li> <li>Satire</li> <li>Historical References/Inferences</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How does Restoration literature break from the Renaissance era?</li> <li>What are the traits of 11<sup>th</sup> century literature?</li> <li>How is Restoration literature affected by the “Age of Reason”?</li> </ul>	<p>Summative Assessment (at the end of the unit):</p> <ul style="list-style-type: none"> <li>Unit Test</li> </ul> <p>Formative Assessments (throughout the unit):</p> <ul style="list-style-type: none"> <li>Restoration Era Quiz</li> <li>Critical Thinking Questions/Discussion</li> <li>Small Group Presentation over Satire</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li><b>Standard 3 - 12.3.R.1-7:</b> Critical Reading and Writing – Students will apply critical thinking skills to reading and writing.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li><b>Standard 4 – 12.4.W.1-2:</b> Communicate using academic language in writing.</li> <li><b>Standard 5 – 12.5.W.1-3:</b> Students will demonstrate command of Standard English grammar, mechanics and usage through writing.</li> </ul> <p>Speaking &amp; Listening:</p> <ul style="list-style-type: none"> <li><b>Standard 1 - 12.1.R.1-3, 12.1.W.1-2:</b> Students will actively listen and speak using appropriate discussion roles and create an individual/group project and presentation</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking questions (MC)</li> <li>Practice writing prompts</li> <li>Writing prompts</li> <li>Classroom discussion</li> <li>Graphic organizers</li> <li>Video clips</li> <li>Audio recordings</li> <li>Group Presentation</li> <li>Cornell Notes</li> </ul>	<p>Anchor Text(s):</p> <p>Restoration Literature (excerpts from):</p> <ul style="list-style-type: none"> <li>Cervantes’ “Don Quixote”</li> <li>Swift’s “A Modest Proposal”</li> <li>Swift’s <i>Gulliver’s Travels</i></li> <li>Donne’s “Go and Catch a Falling Star”</li> <li>Marvel’s “To His Coy Mistress”</li> <li>Herrick’s “To the Virgins Make Much of Time”</li> <li>Pope’s “Rape of the Lock”</li> </ul>

