

English Literature – Unit 4 Curriculum Map – Romantic Period

Theme, Enduring Understandings, & Essential Questions for This Unit (3-4 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"> Romantic Period <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Historical Romantic Period Lit Historical Literary References Poetry Structure Figurative Language <p>Essential Questions:</p> <ul style="list-style-type: none"> How does the Romantic Period differ from the Restoration? What historical references are used in Middle Ages Literature? What role does nature play in eighteenth- and early nineteenth-century literature? 	<p>Summative Assessment (at the end of the unit):</p> <ul style="list-style-type: none"> Unit 2 Test <p>Formative Assessments (throughout the unit):</p> <ul style="list-style-type: none"> Romantic Lit Period Quiz Critical reading questions/discussion Writing prompts 	<p>Reading:</p> <ul style="list-style-type: none"> Standard 1 – 12.1.R.1-3: Effective speaking & and active listening. Standard 3 - 12.3.R.1-7: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing. Standard 4 – 12.4.R.1-5 – Students will expand working vocabulary to communicate and understand texts. <p>Writing:</p> <ul style="list-style-type: none"> Standard 3 – 12.3.W.2-3: Informative essay using the writing process. Standard 5 – 12.5.W.1-3: Students will demonstrate command of Standard English grammar, mechanics and usage through writing. 	<ul style="list-style-type: none"> Critical thinking questions (MC) Practice writing prompts Classroom Discussion Graphic organizers Video clips Audio recordings Cornell Notes 	<p>Anchor Text(s):</p> <p>Romantic Period Literature:</p> <ul style="list-style-type: none"> Wordsworth’s “The World is Too Much With Us” “Lines Composed a Few Miles above Tintern Abbey” Blake’s “The Tyger,” “The Lamb,” “The Chimney Sweeper,” and “Evidence Given Before the Sadler Committee” Keats’ “Ode on a Grecian Urn” and “Keats’s Last Letter” Lord Byron’s “Childe Harold’s Pilgrimage, Canto IV” Coleridge’s “The Rime of the Ancient Mariner”

English Literature – Unit 5 Curriculum Map – Victorian Literature & Research Paper

Theme, Enduring Understandings, & Essential Questions for This Unit (6-8 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"> Victorian Literature & Research Paper <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Historical Victorian Lit Play Structure Plot line Character Development Figurative Language Research Paper Writing Gathering and Evaluating Sources Writing Process <p>Essential Questions:</p> <ul style="list-style-type: none"> What is Victorian literature? What does “art for art’s sake mean?” What makes an effective research paper? 	<p>Summative Assessment (at the end of the unit):</p> <ul style="list-style-type: none"> Unit Test Research Paper <p>Formative Assessments (throughout the unit):</p> <ul style="list-style-type: none"> Victorian Era Quiz Critical Reading Questions/Discussion Writing Prompts Essay Rough Drafts 	<p>Reading:.</p> <ul style="list-style-type: none"> Standard 3 - 12.3.R.1-7: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing. Standard 4 – 12.4.R.1-5 – Students will expand working vocabulary to communicate and understand texts. Standard 7 – 9.7.R.1-2: Students will evaluate written, oral, visual and digital texts in order to draw conclusions and analyze various understandings. <p>Writing:</p> <ul style="list-style-type: none"> Standard 2 – 12.2.R.1-2, 12.2.W.1-5: Students will develop and strengthen a recursive writing process Standard 3 – 12.3.R.17: Critical reading and writing Standard 4 – 12.4.W.1-2: Communicate using academic language in writing. Standard 6 – 12.6.R.1-3, 12.6.W.1-4: Students will engage in inquiry to acquire, refine, and share knowledge. Students will summarize, integrate evidence, and cite sources for research project. 	<ul style="list-style-type: none"> Critical thinking questions (MC) Research paper Dramatic classroom reading Classroom discussion Graphic organizers Video clips Audio recordings Cornell Notes 	<p>Anchor Text(s):</p> <p>Victorian Literature:</p> <ul style="list-style-type: none"> Tennyson’s “Lady of Shalott” E. Browning’s “Sonnet 43” R. Browning’s “Porphyria’s Lover” Arnold’s “Dover Beach” Wilde’s <i>The Importance of Being Earnest</i>

English Literature - Unit 6 Curriculum Map – Modern Period

Theme, Enduring Understandings, & Essential Questions for This Unit (3-4 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"> • Modern Period Literature <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Story Structure • Plot Line • Author’s Purpose • Modern Poetry and Story Telling Structure • Historical and Societal Context of Modern Literature • Non-Fiction <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is this time period known as “The Age of Anxiety”? • What are the traits of Modern century literature? 	<p>Summative Assessment (at the end of the unit):</p> <ul style="list-style-type: none"> • Unit Test <p>Formative Assessments (throughout the unit):</p> <ul style="list-style-type: none"> • Modern Period Quiz • Critical Thinking Questions/Discussion 	<p>Reading:</p> <ul style="list-style-type: none"> • Standard 3 - 12.3.R.1-7: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing. <p>Writing:</p> <ul style="list-style-type: none"> • Standard 4 – 12.4.W.1-2: Communicate using academic language in writing. • Standard 5 – 12.5.W.1-3: Students will demonstrate command of Standard English grammar, mechanics and usage 	<ul style="list-style-type: none"> • Critical thinking questions (MC) • Classroom discussion • Graphic organizers • Video clips • Audio recordings • Cornell Notes 	<p>Anchor Text(s):</p> <p>Modern Literature:</p> <ul style="list-style-type: none"> • Orwell’s <i>1984</i> • Churchill’s speech “Blood, Sweat, and Tears” • Eliot’s “The Hollow Men” • Orwell’s “Shooting an Elephant” • Bowen’s “The Demon Lover” • Thomas’ “Do Not Go Gentle into that Good Night” • Read Joyce’s “Araby”

