



# **Pine Grove Area**

## SCHOOL DISTRICT

### **Language Arts**

### **English 12 – College Preparatory**

**September 18, 2008**

#### **I. PHILOSOPHY**

The English 12 CP course of the Pine Grove Area School District has been structured to introduce the historical periods of British Literature, while allowing students to focus on the following skills to better prepare them for college: technology, reading, writing, speaking, and listening. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities. Specifically, this course is designed to foster the study and analysis, both verbal and written, of British Literature. Why study literature in the first place? Studying English literature fosters the development of higher-level, or critical, thinking skills. Studying English literature also fosters the development of perspective on different periods of history and the culture and atmosphere that occurred within these periods of history. Finally, studying English literature fosters the understanding of alternative points of view. When studying literature, it's important to understand that there is no "wrong answer." In fact, there is no "right answer," either! Furthermore, the more "answers" there are, the more fun and intellectually stimulating the discussion will be. However, it is important to develop a point of view about the literature that you study – without this point of view, it is impossible to write and talk about it. This will be the major focus of this course, as well as preparing you for your future at a four-year, two-year, or trade school.

## **II. CORE CONCEPTS**

1. Anglo-Saxon and Medieval Period – Exploration of characteristics of literature written by British authors beginning in 495 and ending in 1485
2. English Renaissance Period – Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660
3. Restoration and Enlightenment Period – Exploration of characteristics of literature written by British authors beginning in 1660 and ending in 1798
4. Romantic Period – Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832
5. Victorian Period – Exploration of characteristics of literature written by British authors beginning in 1832 and ending in 1901
6. Modern and Contemporary Period – Exploration of characteristics of literature written by British authors beginning in 1901 and continuing through the present

### **III. COURSE OF STUDY**

A. Course Name: English 12 CP

B. Grade Level: 12

C. Length of Course: Full Year

1. Frequency: Daily

2. Duration: 42 minutes

D. Academic Level: 12

E. Credits: 1.0

F. Prerequisites: None

G. Course Description: Students should have a mastery of English grammar, usage, and mechanics for this course, as computer technology is also an integral part. Writer response to major thematic units from literature provides the basis for the course. Numerous British novels novel supplement the textbook. A major part of this course is the mandatory senior project, which encompasses reading, research, speech, and composition.

**IV. CONTENT: English 12 CP**

**CORE CONCEPT 1: Anglo-Saxon and Medieval Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 495 and ending in 1485**

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.1.11 Learning to Read Independently</b></p> <p>A. Locate various texts, media and traditional resources for assigned and independent projects before reading.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>- Research Medieval background information through Internet resources, encyclopedias, etc. in jigsaw groups.</li> <li>- Research various authors of medieval literature</li> <li>- Research different issues presented in Medieval literature in jigsaw groups such as Christianity in the MA, women's roles in the MA, family life in the MA</li> <li>-Research allusions presented in the texts that students will be reading</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>- Students will teach this background information through jigsaw teaching</li> <li>- Students will create a graphic organizer as a class to present and organize information found</li> </ul>	<ul style="list-style-type: none"> <li>-Textbook resources</li> <li>-Computer programs/web sites</li> <li>-Journal or notebook</li> <li>-Supplemental materials</li> <li>-Graphic organizers</li> </ul>
<p><b>1.1.11 Learning to Read Independently</b></p> <p>C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>- Track popular words from old English to now to understand the meaning of words in Old English texts</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>- Students will write sentences using the words in Old English and then rewrite the sentences using Modern English</li> </ul>	<ul style="list-style-type: none"> <li>-Dictionary</li> <li>-Oxford English Dictionary database</li> <li>-Textbook resources</li> <li>-Notebook</li> </ul>

**CONTENT: English 12 CP**

**CORE CONCEPT 1: Anglo-Saxon and Medieval Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 495 and ending in 1485**

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1.11 Learning to Read Independently</b>  F. Understand the meaning of and apply key vocabulary across the various subject areas.	Teacher will guide students to:  - Identify key vocabulary necessary to understand the Medieval texts	Teacher evaluation of:  - Students will complete vocabulary squares, write sentences, concept map, etc. vocabulary words to connect the words to personal experiences in order to better understand the words	-Graphic organizers -Dictionary -Textbook resources
<b>1.1.11 Learning to Read Independently</b>  G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. <ul style="list-style-type: none"><li>• Make, and support with evidence, assertions about texts.</li><li>• Compare and contrast texts using themes, settings, characters and ideas.</li><li>• Make extensions to related ideas, topics or information.</li></ul>	Teacher will guide students to:  -Better understand the major ideas presented in Medieval texts by connecting texts to popular culture references, other Medieval texts that they have read, supplementary critical essays, etc.  -Identify what a hero is according to epic traditions  -Create characterizations for different characters presented in literature in order to compare these characters to ideas of the Medieval period	Teacher evaluation of:  - Study guide questions -Graphic organizers that list traits of an epic hero and require students to complete these charts for different Medieval characters	-Textbook resources -Computer programs/web sites -Journal or notebook -Supplemental materials -Graphic organizers

**CONTENT: English 12 CP**

**CORE CONCEPT 1: Anglo-Saxon and Medieval Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 495 and ending in 1485**

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1.11 Learning to Read Independently</b>  H. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"><li>• Read familiar materials aloud with accuracy.</li><li>• Self-correct mistakes.</li><li>• Use appropriate rhythm, flow, meter and pronunciation.</li><li>• Read a variety of genres and types of text.</li><li>• Demonstrate comprehension</li></ul>	Teacher will guide students to:  -Read texts aloud in class to better develop the tone of authors -Read a variety of Medieval literature: poems, essays, etc.	Teacher evaluation of:  -Formal assessment: tests, quizzes	-Textbook resources -Tests/quizzes
<b>1.2. Reading Critically in All Content Areas</b>  C. Produce work in at least one literary genre that follows the conventions of the genre.	Teacher will guide students to:  -Mimic the writing of an author in the Medieval period to write poetry	Teacher evaluation of:  - Write a class set of prologues – each assume the job of the Medieval period that they researched	-Textbook resources -Computer programs/web sites -Supplemental materials

**CONTENT: English 12 CP**

**CORE CONCEPT 1: Anglo-Saxon and Medieval Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 495 and ending in 1485**

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.2. Reading Critically in All Content Areas</b>  B. Use and understand a variety of media and evaluate the quality of material produced. <ul style="list-style-type: none"><li>• Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).</li></ul>	Teacher will guide students to:  -Understand the basic components of pilgrimages during the Medieval period	Teacher evaluation of:  -Create a digital travel brochure for the a piece of Medieval literature that references the pilgrimages	-Textbook resources -Computer programs/web sites -Supplemental materials
<b>1.3. Reading, Analyzing and Interpreting Literature</b>  B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.	Teacher will guide students to:  -Understand the relevancy of the following literary elements in Medieval literature: theme, characterization, narrator, conflict	Teacher evaluation of:  -Complete discussion questions that follow Bloom’s taxonomy of higher order thinking	-Textbook resources -Computer programs/web sites -Supplemental materials -Graphic Organizers

**CONTENT: English 12 CP**

**CORE CONCEPT 1: Anglo-Saxon and Medieval Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 495 and ending in 1485**

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p> <ul style="list-style-type: none"><li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li><li>• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).</li><li>• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</li></ul>	<p>Teacher will guide students to:</p> <p>-Understand the use of the following literary devices as found in Medieval literature: stock epithets, kennings, synecdoche, metonymy, alliteration, caesura, frame story, irony</p>	<p>Teacher evaluation of:</p> <p>-Complete close readings of the text in order to identify the different literary devices that are present in literature</p> <p>-Create a graphic organizer that categorizes the literary elements and identify them for each piece of literature</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>F. Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to:</p> <p>-Understand the main themes and ideas presented in Medieval literature</p>	<p>Teacher evaluation of:</p> <p>- Discussion board prompts</p> <p>- Graded discussions</p> <p>- Online reading journals</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>

**CONTENT: English 12 CP**

**CORE CONCEPT 1: Anglo-Saxon and Medieval Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 495 and ending in 1485**

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.4. Types of Writing</b></p> <p>B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none"><li>• Include a variety of methods to develop the main idea.</li><li>• Use precise language and specific detail.</li><li>• Include cause and effect.</li><li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li><li>• Use primary and secondary sources.</li></ul>	<p>Teacher will guide students to:</p> <p>-Work with the following writing skills: comparison and contrast, personal narrative, 5 paragraph essay</p>	<p>Teacher evaluation of:</p> <p>-Write a college application Essay</p> <p>-Write a five paragraph essay on fatalism OR pagan vs. Christianity</p> <p>-Write a comparison and contrast essay on pieces of literature presented in the Medieval period</p>	<p>-Graphic Organizers</p> <p>-Textbook Resources</p>

**CONTENT: English 12 CP**

**CORE CONCEPT 1: Anglo-Saxon and Medieval Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 495 and ending in 1485**

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.4. Types of Writing</b>  C. Write persuasive pieces. <ul style="list-style-type: none"><li>• Include a clearly stated position or opinion.</li><li>• Include convincing, elaborated and properly cited evidence.</li><li>• Develop reader interest.</li><li>• Anticipate and counter reader concerns and arguments.</li><li>• Include a variety of methods to advance the argument or position.</li></ul>	Teacher will guide students to:  -Understand the main components of using persuasive techniques in writing	Teacher evaluation of:  -Write a persuasive essay	-Graphic Organizers -Textbook Resources

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b> A. Locate various texts, media and traditional resources for assigned and independent projects before reading.	Teacher will guide students to:  - Research Renaissance background information through Internet resources, encyclopedias, etc. - Research various authors of Renaissance literature - Research different issues presented in Renaissance literature, i.e. what couldn't women do? What rights did they gain in this time? What was the average life expectancy? What was expected of leaders? How was marriage viewed/treated?	Teacher evaluation of: -Use a semantic feature analysis to chart the known writing styles of Medieval and Renaissance writers -Students will use the skill of outlining a text to obtain this historical information – Pick an author of the Renaissance, create a circle collage of things about that person that would showcase their life without using their portrait -Create a chart comparing modern/realistic relationship between leader and followers -Discuss modern attitude towards marriage and create a timeline of its view throughout history	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b> D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.	Teacher will guide students to:  -Understand the main plot points of each story in order to better understand the themes of Renaissance literature that create a common thread between the texts	Teacher evaluation of:  -Study guide questions -Graded discussions -Reading journals -Online Discussion board prompts -Plot lines	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers Renaissance dramas
<b>1.1. Learning to Read Independently</b> E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.	Teacher will guide students to:  - Identify key vocabulary necessary to understand the Renaissance texts	Teacher evaluation of:  - Students will complete vocabulary squares, write sentences, concept map, etc. vocabulary words to connect the words to personal experiences in order to better understand the words	Dictionary Textbook resources

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b>  G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. <ul style="list-style-type: none"><li>• Make, and support with evidence, assertions about texts.</li><li>• Compare and contrast texts using themes, settings, characters and ideas.</li><li>• Make extensions to related ideas, topics or information.</li></ul>	Teacher will guide students to:  -Better understand the major ideas presented in Renaissance texts by connecting texts to popular culture references, other Renaissance and even Medieval texts that they have read, supplementary critical essays, etc. -Create characterizations for different characters presented in literature in order to compare these characters to ideas of the Renaissance period	Teacher evaluation of:  -quote/passage analysis -character analysis -Study guide questions -Graded discussions -Reading journals -Online Discussion board prompts -Plot lines	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Renaissance dramas Graphic Organizers

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1.11 Learning to Read Independently</b>  H. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"><li>• Read familiar materials aloud with accuracy.</li><li>• Self-correct mistakes.</li><li>• Use appropriate rhythm, flow, meter and pronunciation.</li><li>• Read a variety of genres and types of text.</li><li>• Demonstrate comprehension</li></ul>	Teacher will guide students to:  -Read texts aloud in class to better develop the tone of authors -Read a variety of Renaissance literature: poems, essays, etc.	Teacher evaluation of:  -Formal assessment: tests, quizzes	-Textbook resources -Tests/quizzes
<b>1.2. Reading Critically in All Content Areas</b>  C. Produce work in at least one literary genre that follows the conventions of the genre.	Teacher will guide students to:  -Mimic the writing of an author in the Renaissance period to write poetry	Teacher evaluation of:  -Write a poem on the same topic as a metaphysical poet and as a cavalier poet, present to the class -write a love sonnet	-Textbook resources -Computer programs/web sites -Supplemental materials

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.2. Reading Critically in All Content Areas</b></p> <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"><li>• Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).</li></ul>	<p>Teacher will guide students to:</p> <p>-Understand the use of aphorisms in past and present societies</p>	<p>Teacher evaluation of:</p> <p>-Create a web quest or web site that focuses on the explanation of aphorisms, tracing their roots to the past, as well as to other cultures</p>	<p>-Textbook resources -Computer programs/web sites -Supplemental materials</p>
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>Teacher will guide students to:</p> <p>-Understand the relevancy of the following literary elements in Renaissance literature: theme, characterization, narrator, conflict</p>	<p>Teacher evaluation of:</p> <p>-Complete discussion questions that follow Bloom's taxonomy of higher order thinking</p>	<p>-Textbook resources -Computer programs/web sites -Supplemental materials -Graphic Organizers</p>

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p> <ul style="list-style-type: none"><li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li><li>• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).</li><li>• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</li></ul>	<p>Teacher will guide students to:</p> <p>-Understand the use of the following literary devices as found in Renaissance literature: irony, masque, epitaph, paradox, allusion, oxymoron, aphorism, analogy, repetition, antithesis, rhetorical question</p>	<p>Teacher evaluation of:</p> <p>-Complete close readings of the text in order to identify the different literary devices that are present in literature</p> <p>-Create a graphic organizer that categorizes the literary elements and identify them for each piece of literature</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.3. Reading, Analyzing and Interpreting Literature</b> D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).	Teacher will guide students to:  -Understand the use of poetry devices in Renaissance poetry, i.e figurative language, hyperbole, imagery, speaker, metaphysical conceit, connotation and denotation, octave, sestet, quatrain, meter, iamb, foot, turn  -Recognize different types of Renaissance poetry such as, pastoral poems, sonnets, cavalier poems, metaphysical poems	Teacher evaluation of:  -Rewrite the sonnets in modern words -Students will receive list of poetry devices and split into expert groups to teach to the class -Students will create Renaissance poetry portfolios creating poems representing the different types of Renaissance poetry	-Textbook resources -Computer programs/web sites -Supplemental materials -Graphic Organizers
<b>1.3. Reading, Analyzing and Interpreting Literature</b> E. Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.	Teacher will guide students to:  -Understand the conventions of Renaissance drama	Teacher evaluation of:  -Students will create digital dioramas of different aspects of Renaissance theater -Students will teach each other about Renaissance theater in expert groups	-Textbook resources -Computer programs/web sites -Supplemental materials -Graphic Organizers

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.3. Reading, Analyzing and Interpreting Literature</b>  F. Read and respond to nonfiction and fiction including poetry and drama.	Teacher will guide students to:  -Understand the main themes and ideas presented in Renaissance literature	Teacher evaluation of:  - Discussion board prompts - Graded discussions - Online reading journals	-Textbook resources -Computer programs/web sites -Supplemental materials -Graphic Organizers
<b>1.4. Types of Writing</b>  B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). <ul style="list-style-type: none"><li>• Include a variety of methods to develop the main idea.</li><li>• Use precise language and specific detail.</li><li>• Include cause and effect.</li><li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li><li>• Use primary and secondary sources.</li></ul>	Teacher will guide students to:  -Work with the following writing skills: poetry analysis, editorial writing, passage analysis, cause and effect writing, annotated bibliographies, parallelism, syntax, thesis, focus of passage on thesis, introductions, conclusions	Teacher evaluation of:  -Write a poetry analysis essay -Write an editorial -Write a cause and effect essay -Create an annotated bibliography in preparation for the passage analysis essay -Write a passage analysis essay focusing on a Renaissance drama -Work in a writer's workshop on correcting introduction, conclusions, and thesis statements in order to better writing	-Graphic Organizers -Textbook Resources

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.6. Speaking and Listening</b> E. Participate in small and large group discussions and presentations. <ul style="list-style-type: none"><li>• Initiate everyday conversation.</li><li>• Select and present an oral reading on an assigned topic.</li><li>• Conduct interviews.</li><li>• Participate in a formal interview (e.g., for a job, college).</li><li>• Organize and participate in informal debate around a specific topic.</li></ul>	Teacher will guide students to:  -Understand the importance of speaking and performing dramas written during the Renaissance	Teacher evaluation of:  -Students will create scene tableaux of different Renaissance dramas that reflect theme -Students will create movies that modernize scenes of Renaissance dramas -Students will teach a character or theme to the class at the end of the play – everything they’ve learned, insight, connections etc.	Renaissance dramas Computer programs/web sites
<b>1.7. Characteristics and Functions of the English Language</b> A. Describe the influence of historical events on the English language.	Teacher will guide students to:  -Understand how words have changed from the Medieval period to the Renaissance period	Teacher evaluation of:  -Students will translate Renaissance phrases -Students will Study words from middle English and trace their roots to old English and forward to modern English and translate	-Textbook resources -Computer programs/web sites -Supplemental materials -Graphic Organizers -Oxford English Dictionary -Dictionary

**CONTENT: English 12 CP**

**CORE CONCEPT 2: English Renaissance Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1485 and ending in 1660**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.8. Research</b></p> <p>A. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"><li>• Determine valid resources for researching the topic, including primary and secondary sources.</li><li>• Evaluate the importance and quality of the sources.</li><li>• Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).</li><li>• Use tables of contents, indices, key words, cross-references and appendices.</li><li>• Use traditional and electronic search tools.</li></ul>	<p>Teacher will guide students to:</p> <p>-Understand the importance of picking topics that can be researched and finding credible materials to conduct that research</p>	<p>Teacher evaluation of:</p> <p>-Students will pick an author of the Renaissance and research a controversy of that author’s life in order to write an essay</p> <p>-Students will pick a topic about a Renaissance drama to research and present via technology or poster (puns, language, actors, stage conventions, etc.)</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>

**CONTENT: CP English 12**

**CORE CONCEPT 3: Restoration and Enlightenment Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1660 and ending in 1798**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b> A. Locate various texts, media and traditional resources for assigned and independent projects before reading.	Teacher will guide students to:  - Research Restoration background information through Internet resources, encyclopedias, etc. - Research various authors of Renaissance literature - Research different issues presented in Restoration literature, i.e. the Black Plague and its effects, women writers and the rights that women have gained in this period	Teacher evaluation of:  -Students will use a semantic feature analysis to chart the known writing styles of Medieval, Renaissance, and Restoration writers -Students will read through the historical information and create a chart the presents the information of the period -Students will research the response to a disaster of our modern times and compare it to what the leaders of the Restoration did -Students will create a tabloid for the scandals of the Restoration	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers

**CONTENT: CP English 12**

**CORE CONCEPT 3: Restoration and Enlightenment Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1660 and ending in 1798**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b> D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.	Teacher will guide students to:  -Understand the main plot points of each story in order to better understand the themes of Restoration literature that create a common thread between the texts	Teacher evaluation of:  -Study guide questions -Graded discussions -Reading journals -Online Discussion board prompts	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers
<b>1.1. Learning to Read Independently</b> E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.	Teacher will guide students to:  - Identify key vocabulary necessary to understand the Restoration texts	Teacher evaluation of:  - Students will complete vocabulary squares, write sentences, concept map, etc. vocabulary words to connect the words to personal experiences in order to better understand the words	Dictionary Textbook resources

**CONTENT: CP English 12**

**CORE CONCEPT 3: Restoration and Enlightenment Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1660 and ending in 1798**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.1. Learning to Read Independently</b></p> <p>H. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"><li>• Make, and support with evidence, assertions about texts.</li><li>• Compare and contrast texts using themes, settings, characters and ideas.</li><li>• Make extensions to related ideas, topics or information.</li></ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"><li>-Better understand the major ideas presented in Restoration texts by connecting texts to popular culture references, other Restoration and even Medieval or Renaissance texts that they have read, supplementary critical essays, etc.</li><li>-Create characterizations for different characters presented in literature in order to compare these characters to ideas of the Restoration period</li></ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"><li>-quote/passage analysis</li><li>-character analysis</li><li>-Study guide questions</li><li>-Graded discussions</li><li>-Reading journals</li><li>-Online Discussion board prompts</li><li>-Plot lines</li></ul>	<p>Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers</p>

**CONTENT: CP English 12**

**CORE CONCEPT 3: Restoration and Enlightenment Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1660 and ending in 1798**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1.11 Learning to Read Independently</b>  H. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"><li>• Read familiar materials aloud with accuracy.</li><li>• Self-correct mistakes.</li><li>• Use appropriate rhythm, flow, meter and pronunciation.</li><li>• Read a variety of genres and types of text.</li><li>• Demonstrate comprehension</li></ul>	Teacher will guide students to:  -Read texts aloud in class to better develop the tone of authors -Read a variety of Restoration literature: poems, essays, etc.	Teacher evaluation of:  -Formal assessment: tests, quizzes	-Textbook resources -Tests/quizzes

**CONTENT: CP English 12**

**CORE CONCEPT 3: Restoration and Enlightenment Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1660 and ending in 1798**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.2. Reading Critically in All Content Areas</b></p> <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"><li>• Select appropriate electronic media for research and evaluate the quality of the information received.</li><li>• Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.</li><li>▪</li></ul>	<p>Teacher will guide students to:</p> <p>-Understand how the traditional role of Restoration writers transformed into the modern role of the media today</p> <p>-Discuss the validity of first-person sources of the Restoration period and compare that with modern first-person sources</p>	<p>Teacher evaluation of:</p> <p>-Research the role of influential bloggers and discuss what these writers have in common with writers of the Restoration</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Graphic Organizers</p>
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>Teacher will guide students to:</p> <p>-Understand the relevancy of the following literary elements in Restoration literature: narrator, point of view</p>	<p>Teacher evaluation of:</p> <p>-Complete discussion questions that follow Bloom’s taxonomy of higher order thinking</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>

**CONTENT: CP English 12**

**CORE CONCEPT 3: Restoration and Enlightenment Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1660 and ending in 1798**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p> <ul style="list-style-type: none"><li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li><li>• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).</li><li>• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</li></ul>	<p>Teacher will guide students to:</p> <p>-Understand the use of the following literary devices as found in Restoration literature: Satire, exaggeration, mock epic, verisimilitude</p>	<p>Teacher evaluation of:</p> <p>-Complete close readings of the text in order to identify the different literary devices that are present in literature</p> <p>-Create a graphic organizer that categorizes the literary elements and identify them for each piece of literature</p> <p>-Students will create a political satire cartoon poster for any author of your choosing after researching a controversial topic for that author and present a poster</p> <p>-Students will write satirical song parodies for the 2008 election</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>F. Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to:</p> <p>-Understand the main themes and ideas presented in Restoration literature</p>	<p>Teacher evaluation of:</p> <p>- Discussion board prompts</p> <p>- Graded discussions</p> <p>- Online reading journals</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>

**CONTENT: CP English 12**

**CORE CONCEPT 3: Restoration and Enlightenment Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1660 and ending in 1798**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.4. Types of Writing</b>  B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). <ul style="list-style-type: none"><li>• Include a variety of methods to develop the main idea.</li><li>• Use precise language and specific detail.</li><li>• Include cause and effect.</li><li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li><li>• Use primary and secondary sources.</li></ul>	Teacher will guide students to:  -Work with the following writing skills: biography writing, historical narrative, sentence fragments, parallelism, vague pronoun reference, choosing effective words, and voice	Teacher evaluation of:  -Write a biography on a classmate -Write an historical narrative from the perspective of someone during the Restoration -Work in a writer's workshop on sentence fragments, parallelism, vague pronouns reference, voice, and choosing effective words in order to better writing -Write satirical essays	-Graphic Organizers -Textbook Resources
<b>1.7. Characteristics and Functions of the English Language</b>  B. Describe the influence of historical events on the English language.	Teacher will guide students to:  -Understand how the creation of the Dictionary impacted the English language	Teacher evaluation of:  -Create a pro and con list for the creation of a standardized dictionary -Write an impact paper discussing the effect of the Dictionary on language everywhere	-Textbook resources -Computer programs/web sites -Supplemental materials -Graphic Organizers -Oxford English Dictionary -Dictionary

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b> A. Locate various texts, media and traditional resources for assigned and independent projects before reading.	Teacher will guide students to:  - Research Romantic background information through Internet resources, encyclopedias, etc. - Research various authors of Romantic literature - Research different issues presented in Romantic literature, i.e. the French Revolution, industrial revolution, women writers, etc.	Teacher evaluation of:  -Students will use a semantic feature analysis to chart the known writing styles of Medieval, Renaissance, Restoration and Romantic writers -Students will create a cause and effect chart to decide if violence (war) is the way to get “liberty, equality, and brotherhood” -Students will create research groups for the following historical events: industrial revolution, French revolution -research different topics (clothing, manners, courtship, etc.) of the Romantic period and present to class	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b> D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.	Teacher will guide students to:  -Understand the main plot points of each story in order to better understand the themes of Romantic literature that create a common thread between the texts	Teacher evaluation of:  -Study guide questions -Graded discussions -Reading journals -Online Discussion board prompts	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers Romantic novels
<b>1.1. Learning to Read Independently</b> E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.	Teacher will guide students to:  - Identify key vocabulary necessary to understand the Romantic texts	Teacher evaluation of:  - Students will complete vocabulary squares, write sentences, concept map, etc. vocabulary words to connect the words to personal experiences in order to better understand the words	Dictionary Textbook resources

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b>  I. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. <ul style="list-style-type: none"><li>• Make, and support with evidence, assertions about texts.</li><li>• Compare and contrast texts using themes, settings, characters and ideas.</li><li>• Make extensions to related ideas, topics or information.</li></ul>	Teacher will guide students to:  -Better understand the major ideas presented in Romantic texts by connecting texts to popular culture references, other Restoration Medieval or Renaissance texts that they have read, supplementary critical essays, etc. -Create characterizations for different characters presented in literature in order to compare these characters to ideas of the Romantic period	Teacher evaluation of:  -quote/passage analysis -character analysis -Study guide questions -Graded discussions -Reading journals -Online Discussion board prompts -Plot lines -reading poetry guide	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers Romantic novels

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1.11 Learning to Read Independently</b>  H. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"><li>• Read familiar materials aloud with accuracy.</li><li>• Self-correct mistakes.</li><li>• Use appropriate rhythm, flow, meter and pronunciation.</li><li>• Read a variety of genres and types of text.</li><li>• Demonstrate comprehension</li></ul>	Teacher will guide students to:  -Read texts aloud in class to better develop the tone of authors -Read a variety of Romantic literature: poems, essays, etc.	Teacher evaluation of:  -Formal assessment: tests, quizzes	-Textbook resources -Tests/quizzes

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.2. Reading Critically in All Content Areas</b></p> <p>C. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"><li>• Select appropriate electronic media for research and evaluate the quality of the information received.</li><li>• Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.</li><li>▪</li></ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"><li>-Understand the importance of taking classic material and creating modern twists</li><li>-Using the artwork of Romantic authors to further enhance understanding</li></ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"><li>- Students will study the artwork that goes along with different Romantic poems and decide why/if it changes interpretation</li><li>-Students will create modern interpretations of scenes from Romantic novels and turn them into movies</li><li>-Students will create an artistic collage that that depicts the way that each poet of this period views nature –include quotes, pictures, drawings, etc.</li></ul>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Graphic Organizers</p>

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p> <ul style="list-style-type: none"><li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li><li>• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).</li><li>• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</li></ul>	<p>Teacher will guide students to:</p> <p>-Understand the use of the following literary devices as found in Romantic literature: ode, Synesthesia, ode, metaphor, simile, apostrophe, onomatopoeia, symbol</p>	<p>Teacher evaluation of:</p> <p>-Complete close readings of the text in order to identify the different literary devices that are present in literature</p> <p>-Create a graphic organizer that categorizes the literary elements and identify them for each piece of literature</p> <p>-Students will research the history of odes and write an ode from its inception to its present use</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>F. Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to:</p> <p>-Understand the main themes and ideas presented in Romantic literature</p>	<p>Teacher evaluation of:</p> <p>- Discussion board prompts</p> <p>- Graded discussions</p> <p>- Online reading journals</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.4. Types of Writing</b>  B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). <ul style="list-style-type: none"><li>• Include a variety of methods to develop the main idea.</li><li>• Use precise language and specific detail.</li><li>• Include cause and effect.</li><li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li><li>• Use primary and secondary sources.</li></ul>	Teacher will guide students to:  -Work with the following writing skills: review writing, active vs. passive voice, parts of a sentence, clauses and phrases, clichés, double negatives, MLA style, evaluation sources, summary, paraphrase, using quotes as analysis, in-text citations, editing, proofreading	Teacher evaluation of:  -Write a reflective essay -Write a critical review of one of the Romantic novels read -Write a character analysis paper -Write a research paper -Work in a writer’s workshop on active vs. passive voice, parts of a sentence, clauses and phrases, clichés, double negatives, MLA style, evaluation sources, summary, paraphrase, using quotes as analysis, in-text citations, editing, proofreading	-Graphic Organizers -Textbook Resources -Romantic novels -Computer programs/ web sites
<b>1.5. Quality of Writing</b>  A. Write with a sharp, distinct focus. <ul style="list-style-type: none"><li>• Identify topic, task and audience.</li><li>• Establish and maintain a single point of view.</li></ul>	Teacher will guide students to:  -Choose research topics that focus on aspect of British history that can be connected to a piece or pieces of British literature in an affective manner	Teacher evaluation of:  -Students will research teacher generated list and then decide which topic suits their own interests	-Graphic Organizers -Textbook Resources -Romantic novels -Computer programs/ web sites

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.5. Quality of Writing</b> B. Write using well-developed content appropriate for the topic. <ul style="list-style-type: none"><li>• Gather, determine validity and reliability of, analyze and organize information.</li><li>• Employ the most effective format for purpose and audience.</li><li>• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.</li></ul>	Teacher will guide students to:  -Organize the information that students have located for their research paper	Teacher evaluation of:  -Students will create detailed outlines for their research papers	-Graphic Organizers -Textbook Resources -Romantic novels -Computer programs/ web sites
<b>1.5. Quality of Writing</b> E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.	Teacher will guide students to:  -Analyze their writing for common stylistic errors	Teacher evaluation of:  -Students will participate in writing workshops -Students will complete peer editing worksheets	-Graphic Organizers -Textbook Resources -Romantic novels -Computer programs/ web sites

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.5. Quality of Writing</b> F. Edit writing using the conventions of language. <ul style="list-style-type: none"><li>• Spell all words correctly.</li><li>• Use capital letters correctly.</li><li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).</li><li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</li><li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).</li></ul>	Teacher will guide students to:  -Analyze their writing for common usage errors	Teacher evaluation of:  -Students will participate in writing workshops -Students will complete peer editing worksheets	-Graphic Organizers -Textbook Resources -Romantic novels -Computer programs/ web sites

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.6. Speaking and Listening</b> C. Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"><li>• Use a variety of sentence structures to add interest to a presentation.</li><li>• Pace the presentation according to audience and purpose.</li><li>• Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.</li></ul>	Teacher will guide students to:  -presenting their research topic in a manner that is interesting to their peers	Teacher evaluation of:  -Students will present their research papers in interesting manners using technology in some facet	-Graphic Organizers -Textbook Resources -Romantic novels -Computer programs/ web sites

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.8. Research</b></p> <p>C. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"><li>• Determine valid resources for researching the topic, including primary and secondary sources.</li><li>• Evaluate the importance and quality of the sources.</li><li>• Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).</li><li>• Use tables of contents, indices, key words, cross-references and appendices.</li><li>• Use traditional and electronic search tools.</li></ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"><li>-Understand the importance of finding credible primary and secondary sources</li><li>-Discovering new resources with which to conduct research</li></ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"><li>-Students will create an inventory of possible research tools as a class</li><li>-Students will complete web site evaluations for each Internet source used in their research</li></ul>	<ul style="list-style-type: none"><li>-Graphic Organizers</li><li>-Textbook Resources</li><li>-Romantic novels</li><li>-Computer programs/ web sites</li></ul>

**CONTENT: CP English 12**

**CORE CONCEPT 4: Romantic Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1798 and ending in 1832**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.8. Research</b></p> <p>C. Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none"><li>• Take notes relevant to the research topic.</li><li>• Develop a thesis statement based on research.</li><li>• Anticipate readers' problems or misunderstandings.</li><li>• Give precise, formal credit for others' ideas, images or information using a standard method of documentation.</li><li>• Use formatting techniques (e.g., headings, graphics) to aid reader understanding.</li></ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"><li>-Understand the importance of organizing information during the research process</li><li>-Analyzing their research to decide if they address their topic adequately in a critical manner</li><li>-Utilizing the MLA guide to using resources</li></ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"><li>-Students will create research note cards</li><li>-Students will create Works Cited note cards for each of their sources</li></ul>	<ul style="list-style-type: none"><li>-Graphic Organizers</li><li>-Textbook Resources</li><li>-Romantic novels</li><li>-Computer programs/ web sites</li></ul>

**CONTENT: Cp English 12**

**CORE CONCEPT 5: Victorian Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1832 and ending in 1901**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b> A. Locate various texts, media and traditional resources for assigned and independent projects before reading.	Teacher will guide students to:  - Research Victorian background information through Internet resources, encyclopedias, etc. - Research various authors of Romantic literature - Research different issues presented in Victorian literature, i.e.	Teacher evaluation of:  -Students will use a semantic feature analysis to chart the known writing styles of Medieval, Renaissance, Restoration, Romantic and Victorian writers -Students will create a web quest for the Victorian period in groups	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers
<b>1.1. Learning to Read Independently</b> D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.	Teacher will guide students to:  -Understand the main plot points of each story in order to better understand the themes of Victorian literature that create a common thread between the texts	Teacher evaluation of:  -Study guide questions -Graded discussions -Reading journals -Online Discussion board prompts	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers Victorian novels
<b>1.1. Learning to Read Independently</b> E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.	Teacher will guide students to:  - Identify key vocabulary necessary to understand the Victorian texts	Teacher evaluation of:  - Students will complete vocabulary squares, write sentences, concept map, etc. vocabulary words to connect the words to personal experiences in order to better understand the words	Dictionary Textbook resources

**CONTENT: Cp English 12**

**CORE CONCEPT 5: Victorian Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1832 and ending in 1901**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b>  J. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. <ul style="list-style-type: none"><li>• Make, and support with evidence, assertions about texts.</li><li>• Compare and contrast texts using themes, settings, characters and ideas.</li><li>• Make extensions to related ideas, topics or information.</li></ul>	Teacher will guide students to:  -Better understand the major ideas presented in Victorian texts by connecting texts to popular culture references, other Restoration Medieval Romantic or Renaissance texts that they have read, supplementary critical essays, etc. -Create characterizations for different characters presented in literature in order to compare these characters to ideas of the Victorian period	Teacher evaluation of:  -quote/passage analysis -character analysis -Study guide questions -Graded discussions -Reading journals -Online Discussion board prompts -Plot lines -Students will teach chapters of a Victorian novel with partners to the class	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers Victorian novels

**CONTENT: Cp English 12**

**CORE CONCEPT 5: Victorian Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1832 and ending in 1901**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1.11 Learning to Read Independently</b>  H. Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"><li>• Read familiar materials aloud with accuracy.</li><li>• Self-correct mistakes.</li><li>• Use appropriate rhythm, flow, meter and pronunciation.</li><li>• Read a variety of genres and types of text.</li><li>• Demonstrate comprehension</li></ul>	Teacher will guide students to:  -Read texts aloud in class to better develop the tone of authors -Read a variety of Victorian literature: poems, essays, etc.	Teacher evaluation of:  -Formal assessment: tests, quizzes	-Textbook resources -Tests/quizzes

**CONTENT: Cp English 12**

**CORE CONCEPT 5: Victorian Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1832 and ending in 1901**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p> <ul style="list-style-type: none"><li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li><li>• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).</li><li>• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</li></ul>	<p>Teacher will guide students to:</p> <p>-Understand the use of the following literary devices as found in Victorian literature: traits of gothic novel, traits of realistic novel, logical, ethical, and emotional appeals, personification, dramatic monologue</p>	<p>Teacher evaluation of:</p> <p>-Complete close readings of the text in order to identify the different literary devices that are present in literature</p> <p>-Create a graphic organizer that categorizes the literary elements and identify them for each piece of literature</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>
<p><b>1.3. Reading, Analyzing and Interpreting Literature</b></p> <p>F. Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to:</p> <p>-Understand the main themes and ideas presented in Victorian literature</p>	<p>Teacher evaluation of:</p> <p>- Discussion board prompts</p> <p>- Graded discussions</p> <p>- Online reading journals</p>	<p>-Textbook resources</p> <p>-Computer programs/web sites</p> <p>-Supplemental materials</p> <p>-Graphic Organizers</p>

**CONTENT: Cp English 12**

**CORE CONCEPT 5: Victorian Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1832 and ending in 1901**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.4. Types of Writing</b>  B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). <ul style="list-style-type: none"><li>• Include a variety of methods to develop the main idea.</li><li>• Use precise language and specific detail.</li><li>• Include cause and effect.</li></ul>	Teacher will guide students to:  -Work with the following writing skills: poetry analysis, letter writing, economy of words, word choice	Teacher evaluation of:  -Students will write a critical analysis of a theme paper -Students will write letters to the editor of our local newspaper discussing community issues and send these letters -Work in a writer's workshop on economy of words and word choice	-Graphic Organizers -Textbook Resources -Victorian novels -Computer programs/ web sites

**CONTENT: Cp English 12**

**CORE CONCEPT 6: Modern and Contemporary Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1901 and continuing through the present**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.1. Learning to Read Independently</b> A. Locate various texts, media and traditional resources for assigned and independent projects before reading.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"><li>- Research Modern background information through Internet resources, encyclopedias, etc.</li><li>- Research various authors of Romantic literature</li><li>- Research different issues presented in Modern literature, i.e. the Great wars</li></ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"><li>-Students will use a semantic feature analysis to chart the known writing styles of Medieval, Renaissance, Restoration, Romantic Victorian, and Modern writers</li><li>-Students will create a “diorama” that depicts the different periods of British literature</li><li>-Students will create a timeline that highlights and shows significant changes in literature and which historical events reflected these (make it a timeline with hyperlinks)</li><li>-Students will research and discuss the impact of the great wars (newspaper articles)</li></ul>	<p>Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers</p>

**CONTENT: Cp English 12**

**CORE CONCEPT 6: Modern and Contemporary Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1901 and continuing through the present**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>1.1. Learning to Read Independently</b> D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.	Teacher will guide students to:  -Understand the main plot points of each story in order to better understand the themes of Modern literature that create a common thread between the texts	Teacher evaluation of:  -Study guide questions -Graded discussions -Reading journals -Online Discussion board prompts	Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers Modern novels
<b>1.1. Learning to Read Independently</b> E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.	Teacher will guide students to:  - Identify key vocabulary necessary to understand the Modern texts	Teacher evaluation of:  - Students will complete vocabulary squares, write sentences, concept map, etc. vocabulary words to connect the words to personal experiences in order to better understand the words	Dictionary Textbook resources

**CONTENT: Cp English 12**

**CORE CONCEPT 6: Modern and Contemporary Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1901 and continuing through the present**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.1. Learning to Read Independently</b></p> <p>K. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"><li>• Make, and support with evidence, assertions about texts.</li><li>• Compare and contrast texts using themes, settings, characters and ideas.</li><li>• Make extensions to related ideas, topics or information.</li></ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"><li>-Better understand the major ideas presented in Modern texts by connecting texts to popular culture references, other Victorian Restoration Medieval Romantic or Renaissance texts that they have read, supplementary critical essays, etc.</li><li>-Create characterizations for different characters presented in literature in order to compare these characters to ideas of the Modern period</li></ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"><li>-quote/passage analysis</li><li>-character analysis</li><li>-Study guide questions</li><li>-Graded discussions</li><li>-Reading journals</li><li>-Online Discussion board prompts</li><li>-Plot lines</li></ul>	<p>Textbook resources Computer programs/web sites Journal or notebook Supplemental materials Graphic Organizers Modern novels</p>

**CONTENT: Cp English 12**

**CORE CONCEPT 6: Modern and Contemporary Period**

**MAJOR OBJECTIVE: Exploration of characteristics of literature written by British authors beginning in 1901 and continuing through the present**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>1.1.11 Learning to Read Independently</b></p> <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"><li>• Read familiar materials aloud with accuracy.</li><li>• Self-correct mistakes.</li><li>• Use appropriate rhythm, flow, meter and pronunciation.</li><li>• Read a variety of genres and types of text.</li><li>• Demonstrate comprehension</li></ul>	<p>Teacher will guide students to:</p> <p>-Read texts aloud in class to better develop the tone of authors</p> <p>-Read a variety of Modern literature: poems, essays, etc.</p>	<p>Teacher evaluation of:</p> <p>-Formal assessment: tests, quizzes</p>	<p>-Textbook resources</p> <p>-Tests/quizzes</p>
<p><b>1.4. Types of Writing</b></p> <p>B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none"><li>• Include a variety of methods to develop the main idea.</li><li>• Use precise language and specific detail.</li><li>• Include cause and effect.</li></ul>	<p>Teacher will guide students to:</p> <p>-Work with the following writing skills: dialogue, script writing</p>	<p>Teacher evaluation of:</p> <p>-Students will write a script to be used in a podcast</p>	<p>-Graphic Organizers</p> <p>-Textbook Resources</p> <p>-Romantic novels</p> <p>-Computer programs/ web sites</p>

## **V. EXPECTED LEVELS OF ACHIEVEMENT**

A. Students are expected to reach a proficient level of achievement in Language Arts skills. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system for the Writing for Publication classes is as follows:

A – 90-100

B – 80-89

C – 70-79

D – 60-69

F- 59 and below

C. Each student's grade will be determined at the conclusion of each marking period. Grades will be updated on a weekly basis via Edline.