

Topic: Unit 1: Old English and Medieval Periods

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Know:

Literary Elements such as allegory, epic poetry, kennings, assonance, alliteration, caesuras, satire, frame story and characterization (internal and external)

Historical backgrounds of the genre and it's effect on the literature

Understand:

The relationship between the literature and the place or the environment

How the literature shaped or reflected upon the society and culture of this era

How the author(s) shaped tradition

Do:

Recognize the different literary elements through literary works during this time period.

Discuss and analyze the literary works in terms of the literary elements.

Determine how the literature reflects the place/ setting of the time period.

Describe the culture/society of the time period as reflected through the literature.

Establish how the traditions of the society/culture are reflected and or changed through the literature

Topic: Unit 1: Old English and Medieval Periods

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Which standards are students learning in this unit?

11-12. RL2, 11-12.RL10, 11-12.RI2, 11-12.RI.4, 11-12.RI.6, 11-12.RI.9, 11-12.W.1.a, 11-12.W.1.b, 11-12.W.1.e, 11-12.L.6

Topic: Unit 2: The English Renaissance

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Know:

Historical backgrounds of the genre and it's effect on the literature

Literary Elements such as sonnets (Petrarchan and Shakesperean or Spenserian), sequence, rhyme scheme and paraphrasing.

Understand:

The relationship between the literature and the place or the environment

How the literature shaped or reflected upon the society and culture of this era

How the author(s) shaped tradition

Do:

Recognize the different literary elements through literary works during this time period.

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Topic: Unit 2: The English Renaissance

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

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11-12. RL.2, **11-12.RL.5**, 11-12 .RL10, 11-12.RI.2, 11-12.RI.4, 11-12.RI.6, 11-12.RI.9, 11-12.W.1.a, 11-12.W.1.b, 11-12.W.1.e, 11-12.L.6

Topic: Unit 3: The 17th and 18th Centuries

Days: 15

Subject(s):

Grade(s):

Know:

Historical backgrounds of the genre and it's effect on the literature

Literary Elements such as sonnets (Petrarchan and Shakesperean or Spenserian), sequence, rhyme scheme and paraphrasing.

Understand:

The relationship between the literature and the place or the environment

How the literature shaped or reflected upon the society and culture of this era

How the author(s) shaped tradition

Do:

Recognize the different literary elements through literary works during this time period.

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Topic: Unit 3: The 17th and 18th Centuries

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Topic: Unit 4: The Romantic Period

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Know:

Historical backgrounds of the genre and it's effect on the literature

Literary Elements such as: Romantics, Byronic Hero, Ode and Gothic Literature.

Understand:

The relationship between the literature and the place or the environment.

How the literature shaped or reflected upon the society and culture of this era.

How the author(s) shaped tradition.

Do:

Recognize the different literary elements through literary works during this time period.

Discuss and analyze the literary works in terms of the literary elements.

Determine how the literature reflects the place/ setting of the time period.

Describe the culture/society of the time period as reflected through the literature.

Establish how the traditions of the society/culture are reflected and or changed through the literatur.

Topic: Unit 4: The Romantic Period

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Which standards are students learning in this unit?

11-12. RL.2, **11-12.RL.5**, 11-12 .RL10, 11-12.RI.2, 11-12.RI.4, 11-12.RI.6, 11-12.RI.9, 11-12.W.1.a, 11-12.W.1.b, 11-12.W.1.e, 11-12.L.6

Topic: Unit 5: The Victorian Period

Days: 15

Subject(s):

Grade(s):

Know:

Understand:

Do:

<p>Literary Elements such as: Colonization, Empires, Speaker and Dramatic Monologue</p> <p>Historical backgrounds of the genre and it's effect on the literature</p>	<p>The relationship between the literature and the place or the environment.</p> <p>How the literature shaped or reflected upon the society and culture of this era.</p> <p>How the author(s) shaped tradition.</p>	<p>Recognize the different literary elements through literary works during this time period.</p> <p>Discuss and analyze the literary works in terms of the literary elements.</p> <p>Determine how the literature reflects the place/ setting of the time period.</p> <p>Describe the culture/society of the time period as reflected through the literature.</p> <p>Establish how the traditions of the society/culture are reflected and or changed through the literatur.</p>
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Topic: Unit 5: The Victorian Period

Days: 15

Subject(s):

Grade(s):

Which standards are students learning in this unit?

11-12. RL.2, **11-12.RL.5**, 11-12 .RL10, 11-12.RI.2, 11-12.RI.4, 11-12.RI.6, 11-12.RI.9, 11-12.W.1.a, 11-12.W.1.b, 11-12.W.1.e, 11-12.L.6

Topic: Unit 6: The Modern and Postmodern Periods

Days: 15

Subject(s):

Grade(s):

Know:

Literary Elements such as: symbol, modernism, allegory and pastoralist

Historical backgrounds of the genre and it's effect on the literature

Understand:

The relationship between the literature and the place or the environment.

How the literature shaped or reflected upon the society and culture of this era.

How the author(s) shaped tradition.

Do:

Recognize the different literary elements through literary works during this time period.

Discuss and analyze the literary works in terms of the literary elements.

Determine how the literature reflects the place/ setting of the time period.

Describe the culture/society of the time period as reflected through the literature.

Establish how the traditions of the society/culture are reflected and or changed through the literature.

Topic: Unit 6: The Modern and Postmodern Periods

Days: 15

Subject(s):

Grade(s):

Which standards are students learning in this unit?

11-12. RL.2, **11-12.RL.5**, 11-12 .RL10, 11-12.RI.2, 11-12.RI.4, 11-12.RI.6, 11-12.RI.9, 11-12.W.1.a, 11-12.W.1.b, 11-12.W.1.e, 11-12.L.6

Topic: Unit 1: Old English and Medieval Periods

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Key Learning: The relationship between the literature and the place or the environment

How the literature shaped or reflected upon the society and culture of this era

How the author(s) shaped tradition



Unit Essential Question(s):

How are the origins of the English language, literature and themes reflected in Anglo-Saxon Literature and Poetry?



Concept:
Effect of the Anglo Saxon influx into Britain on the Celts/Britons

Concept:
Hero Stories- "Beowulf"

Concept:
Change in culture and Literature during the Middle Ages



Lesson Essential Question(s):
What do you know about the Anglo-Saxons? (A)

Lesson Essential Question(s):
Was Beowulf truly a Hero? (A)

Lesson Essential Question(s):
What happened to British Literature during the Middle Ages? (A)



Vocabulary:
Elegiac Poem
, Pagans/Druids, Saxons, Jutes, Angles, Britons, Celts, Epic and Epic Poem

Vocabulary:
Danes, Geats, hart, Kennings, Caesura, Alliteration, Assonance, werigild

Vocabulary:
Feudalism
, Chivalry, Yoeman, Thomas a Beckett

Concept:
Chaucer and the culture of the time period

Concept:
Arthurian Legend and Literature: Fact and Fiction combined



Lesson Essential Question(s):
How does Chaucer tell us about his characters and the culture without really 'telling' us? (A)

Lesson Essential Question(s):
Who was King Arthur and was he a Romance Hero? (A)



Vocabulary:
Frame Story
, Characterization- Direct and Indirect
, Satire

Vocabulary:
Romance Hero
, Romance Narrative
, Legend, Quest

Topic: Unit 1: Old English and Medieval Periods

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unit 1: Old English and Medieval Periods

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Concept: Effect of the Anglo Saxon influx into Britain on the Celts/Britons

Elegiac Poem

-

Pagans/Druids -

Saxons -

Jutes -

Angles -

Britons -

Celts -

Epic and Epic Poem

-

Concept: Hero Stories- "Beowulf"

Danes -

Geats -

hart -

Kennings -

Caesura -

Alliteration -

Assonance -

werigild -

Concept: Change in culture and Literature during the Middle Ages

Feudalism

-

Chivalry -

Yoeman -

Thomas a Beckett

-

Concept: Chaucer and the culture of the time period

Frame Story

-

Characterization- Direct and Indirect

-

Satire -

Concept: Arthurian Legend and Literature: Fact and Fiction combined

Romance Hero

-

Romance Narrative

-

Vocab Report for Topic: Unit 1: Old English and Medieval Periods

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Legend -

Quest -

Topic: Unit 2: The English Renaissance

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Key Learning: The relationship between the literature and the place or the environment

How the literature shaped or reflected upon the society and culture of this era

How the author(s) shaped tradition



Unit Essential Question(s):

How did British literature change during the English Renaissance?



<p>Concept: Sonnets</p>	<p>Concept: Drama</p>	<p>Concept: Shakespeare</p>
<p>Lesson Essential Question(s): How is the culture and the themes of this time period reflected through the various poetry of this era? (A)</p>	<p>Lesson Essential Question(s): What was the Renaissance Theater? (A)</p>	<p>Lesson Essential Question(s): How can we interpret/translate Shakespeare's language into our own and relate to the themes, motifs and symbols into our own everyday life? (A)</p>
<p>Vocabulary: Humanism, Religion, Sonnet- Petrarchan and Spenserian , paraphrasing</p>	<p>Vocabulary: The Globe Theater , Groundling, Morality Plays</p>	<p>Vocabulary: Tragedy, Soliloquy, Theme, Motif, Symbol, Monologue, Stage Directions/Aside , Dialogue, Imagery</p>

Additional Information:

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Vocab Report for Topic: Unit 2: The English Renaissance

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Concept: Sonnets

Humanism -
Religion -
Sonnet- Petrarchan and Spenserian
-
paraphrasing -

Concept: Drama

The Globe Theater
-
Groundling -
Morality Plays
-

Concept: Shakespeare

Tragedy -
Soliloquy -
Theme -
Motif -
Symbol -
Monologue -
Stage Directions/Aside
-
Dialogue -
Imagery -

Topic: Unit 3: The 17th and 18th Centuries

Days: 15

Subject(s):

Grade(s):

Key Learning: The relationship between the literature and the place or the environment

How the literature shaped or reflected upon the society and culture of this era

How the author(s) shaped tradition



Unit Essential Question(s): **How did British Literature change through the 17th and 18th Century?**



Concept:
Changing of the themes in the literature due to the changing society

Concept:
John Milton



Lesson Essential Question(s):
How has the literature(poetry) changed from the Medieval and Renaissance period to the 17th/18th Century? (A)

Lesson Essential Question(s):
How did John Milton's poetry influence British Literature? (A)



Vocabulary:
Conceits, Paradox, Motivation, Metaphysical Poetry
, Themes of Love, Death and Time
, Lyric, Epigram, *Carpe Diem*

Vocabulary:
Reason and Free Will
, Predestination

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unit 3: The 17th and 18th Centuries

Days: 15

Subject(s):

Grade(s):

Concept: Changing of the themes in the literature due to the changing society

Conceits -

Paradox -

Motivation -

Metaphysical Poetry

-

Themes of Love, Death and Time

-

Lyric -

Epigram -

Carpe Diem

-

Concept: John Milton

Reason and Free Will

-

Predestination -

Topic: Unit 4: The Romantic Period

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Key Learning: The relationship between the literature and the place or the environment.

How the literature shaped or reflected upon the society and culture of this era.

How the author(s) shaped tradition.



Unit Essential Question(s):

How did the Romantic Period impact British Literature?



Concept:

Changes in Society

Concept:

How dialect establishes character, mood and setting AND how it adds 'texture' to the reading

Concept:

Gothic Literature



Lesson Essential Question(s):

What impacted British society and thus Literature, the most during this time period? (A)

Lesson Essential Question(s):

How does each author use dialect in his/her writing and how does it effect your reading? (A)

Lesson Essential Question(s):

What is Gothic Literature? (A)



Vocabulary:

Industrialization, disillusionment, ode, Byronic Hero, Gothic Novel, Secular, priviledged, institution and industrial

Vocabulary:

Dialect, Mood, Setting, Texture

Vocabulary:

Gothic Literature, Romantic Movement, Supernatural, Atmosphere, Mary Wollstonecraft Shelley

Concept:

Lyric Poetry

Concept:

Voices of the People- Society's reaction (Non-Fiction)



Lesson Essential Question(s):

What are the elements of Lyric poetry? (A)

Lesson Essential Question(s):

How did society react to the changes that were going on around them? How is this similar or different to how people react today? (A)



Vocabulary:

Ode, Elegy, Sonnet, Imagery, Rhyme, Consonance, Repetition, Simile, Metaphor, Oxymoron

Vocabulary:

Debate, Letter, Rhetorical Devices

Topic: Unit 4: The Romantic Period

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unit 4: The Romantic Period

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Concept: Changes in Society

Industrialization -
disillusionment -
ode -
Byronic Hero
-
Gothic Novel
-
Secular -
privileged -
institution and industrial
-

Concept: How dialect establishes character, mood and setting AND how it adds 'texture' to the reading

Dialect -
Mood -
Setting -
Texture -

Concept: Gothic Literature

Gothic Literature
-
Romantic Movement
-
Supernatural -
Atmosphere -
Mary Wollstonecraft Shelley
-

Concept: Lyric Poetry

Ode -
Elegy -
Sonnet -
Imagery -
Rhyme
-
Consonance -
Repetition -
Simile -
Metaphor -
Oxymoron -

Concept: Voices of the People- Society's reaction (Non-Fiction)

Vocab Report for Topic: Unit 4: The Romantic Period

Days: 15

Subject(s): English Language Arts

Grade(s): 12th

Debate -

Letter -

Rhetorical Devices

-

Topic: Unit 5: The Victorian Period

Days: 15

Subject(s):

Grade(s):

Key Learning: The relationship between the literature and the place or the environment.

How the literature shaped or reflected upon the society and culture of this era.

How the author(s) shaped tradition.



Unit Essential Question(s):

Why was this period called the Victorian and Period and why was it known as a time period of both 'progress' and 'decline'?



Concept:

The speaker's influence in poetry/literature



Lesson Essential Question(s):

How does the speaker effect the reader of the poem and how does the speaker reflect the author's views? (A)



Vocabulary:

Speaker, Alfred, Lord Tennyson
, Philosophical Beliefs

Concept:

The Novel



Lesson Essential Question(s):

Why did the novel become popular during this era and what types of novels emerged? (A)



Vocabulary:

Novel, Picaresque Novel
, Historical novel
, Novel of Manners
, Social Novel
, *Bildungsroman* or Novel of Growth
, Narrative technique
, Social Commentary
, Literary Elements (plot, theme, character and setting)

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unit 5: The Victorian Period

Days: 15

Subject(s):

Grade(s):

Concept: The speaker's influence in poetry/literature

Speaker -
Alfred, Lord Tennyson
-
Philosophical Beliefs
-

Concept: The Novel

Novel -
Picaresque Novel
-
Historical novel
-
Novel of Manners
-
Social Novel
-
Bildungsroman or Novel of Growth
-
Narrative technique
-
Social Commentary
-
Literary Elements (plot, theme, character and setting)
-

Topic: Unit 6: The Modern and Postmodern Periods

Days: 15

Subject(s):

Grade(s):

Key Learning: The relationship between the literature and the place or the environment.

How the literature shaped or reflected upon the society and culture of this era.

How the author(s) shaped tradition.



Unit Essential Question(s):

How has literature changed from the beginning until present day? How have they stayed the same?



Concept:

Changes in poetry- movement towards philosophical systems reflected in literature; use of symbols



Lesson Essential Question(s):
How does William Butler Yeats and T.S. Elliot impose their philosophical beliefs onto the reader through their poetry/literary works?
(A)



Vocabulary:
Philosophical Belief System
, Symbol

Concept:

Modernism in Fiction



Lesson Essential Question(s):



Vocabulary:
Point of View
, 1st Person POV
, 3rd Person POV
, Omniscient POV
, Limited Omniscience
, Stream-of-Consciousness

Additional Information:

Attached Document(s):

Vocab Report for Topic: Unit 6: The Modern and Postmodern Periods

Days: 15

Subject(s):

Grade(s):

Concept: Changes in poetry- movement towards philosophical systems reflected in literature; use of symbols

Philosophical Belief System

-

Symbol -

Concept: Modernism in Fiction

Point of View

-

1st Person POV

-

3rd Person POV

-

Omniscient POV

-

Limited Omniscience

-

Stream-of-Consciousness

-