

Time Frame	Content & Essential Questions	Skills	Suggested Resources	Suggested Assessments
Quarter 1				
Week 1	<p>Expectations & Procedures</p> <p>British and World Literature: Year long</p> <p>Suggested Essential Questions (to guide planning)</p> <p><i>What are the principal ideas and beliefs of the time period?</i></p> <p><i>How is the society organized during this time period?</i></p> <p><i>What is the relationship between place and literature?</i></p>	<p>Close reading(year-long concept) entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history.</p> <p>Vocabulary {ENG 12.3} {ENG 12.4}</p> <ul style="list-style-type: none"> <input type="checkbox"/> Test preparation (SAT and SOL words) <input type="checkbox"/> Sentence completion and vocabulary in context <input type="checkbox"/> Etymology <input type="checkbox"/> apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. <input type="checkbox"/> Use structural analysis of roots, affixes, synonyms, antonyms and cognates to understand complex words. <p>Literary Analysis {ENG 12.4} {ENG 12.5}</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poetry(Figurative Language; 	<p>Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Prentice Hall Literature</i> textbook <input type="checkbox"/> <i>How to Read Literature like a Professor</i> <input type="checkbox"/> <i>Reading Like a Writer</i> <p>Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recitation of Chaucer's Prologue <input type="checkbox"/> Advertisement <input type="checkbox"/> Folk Tale presentation - create or continue a chapter from Chaucer's work <p>Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advertisement (movie poster/TV ad/ magazine ad) for Anglo- Saxon work <input type="checkbox"/> Character analysis of <i>The Canterbury Tales</i> <input type="checkbox"/> Story creation and continuation based on <i>Canterbury Tales</i> <p>Research</p> <ul style="list-style-type: none"> <input type="checkbox"/> Origin and research of folktales <p>-----</p> <p>Resources:</p> <p>Project Graduation on the VA DOE website English Standards of Learning Curriculum Framework VA DOE website Slideshare.net <i>Prentice Hall Literature</i> textbook</p> <p>Assessments</p> <p>Conferences and Interviews Student journals Written student responses Multiple choice, true/false, matching, and fill-in tests Student self</p>	<p>Diagnostic Testing</p>
Weeks 2-6	<p>Suggestions—Anglo-Saxon Literature</p> <p><i>How are fate and fame related?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Beowulf <input type="checkbox"/> The Wanderer <input type="checkbox"/> The Seafarer <input type="checkbox"/> Bede 			<p>Epic Project (PBL)</p>
Weeks 7-9	<p>Suggestions—Medieval Literature</p> <p><i>How does humans' understanding of God shape our actions?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Chaucer <input type="checkbox"/> Sir Gawain and The Green Knight <input type="checkbox"/> The Decameron <input type="checkbox"/> Malory <input type="checkbox"/> ballads 			<p>Canterbury Characterization Project- Oral Presentation & story writing</p>

		<p>Imagery; Sound Devices)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student will read, comprehend, and analyze the development <input type="checkbox"/> Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme <p>Writing {ENG 12.6} {ENG 12.7} (resumes; personal statement)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify false premises in persuasion <input type="checkbox"/> Creative Writing <input type="checkbox"/> Persuasion <p>Research {ENG 12.4} {ENG 12.7}</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the development of British literature in its historical context. <input type="checkbox"/> Recognize major literary forms and their elements. <input type="checkbox"/> Recognize the characteristics of major chronological eras. <input type="checkbox"/> Relate literary works and authors to major themes and issues of their eras. <input type="checkbox"/> Analyze the social and cultural function of British literature. 	<p>Research</p> <ul style="list-style-type: none"> <input type="checkbox"/> Short paper on the etymology of a word or idiom <input type="checkbox"/> Compile a college portfolio <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAT Prep terms and practice exercises 	<p>End of Quarter Benchmark- IA Testing</p>
<p>2nd Nine Weeks</p> <p>Weeks 10-13</p>	<p>Post-Secondary Goal Setting</p> <p>Research</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do students respond appropriately to college personal responses and short answer questions? <input type="checkbox"/> How do students navigate websites, 	<p>Research {ENG 12.8}</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student will write documented research papers and use technology as a tool to research, organize, evaluate and communicate information. <p>Research {ENG 12.5}{ENG 12.8}</p>	<p>Resources:</p> <p><i>Prentice Hall Literature</i> textbook www.kellygallagher.org/resources/articles_archive.html www.englishcompanion.ning.com <i>Voice Lessons</i>, Dean, Nancy http://longreads.com/</p>	<p>College/Career portfolio</p>

<p>Weeks 14-16</p>	<p>applications for college, and applications for jobs?</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can students identify key words in college essay prompts? <p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do students effectively present themselves in writing to a standard acceptable for the workplace and postsecondary education? <input type="checkbox"/> How do students write a creative response acceptable for multiple purposes? <p>Renaissance and 17th Century Drama Suggested Essential Questions (to guide planning)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why was belief an issue? <input type="checkbox"/> How did writers respond to and reflect problems of disbelief? <input type="checkbox"/> What did writers rediscover in the classics and how did that encourage originality? <input type="checkbox"/> What effects did the Renaissance and Reformation have? <p>Suggestions What is the nature of humanity? What is the nature of evil?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shakespeare <input type="checkbox"/> sonnets <input type="checkbox"/> King James Bible <input type="checkbox"/> Dr. Faustus <input type="checkbox"/> Spenser <input type="checkbox"/> Marvell 	<ul style="list-style-type: none"> <input type="checkbox"/> College selections <input type="checkbox"/> Practical application – jobs <input type="checkbox"/> Origins of idioms <p>Analysis {12.2} {12.4}{12.5}</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completing a College Application <input type="checkbox"/> Determine the author’s purpose and intended effect on the audience <input type="checkbox"/> Read a variety of non-fiction texts <input type="checkbox"/> Analyze and synthesize information in <p>Reading{12.4}</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the historical context represented in British works <input type="checkbox"/> Recognize literary forms <input type="checkbox"/> Build connections between works and recognize the characteristics of major literary forms. <input type="checkbox"/> Analyze the social and cultural function of British Literature <input type="checkbox"/> Explain how the sound of a poem supports the subject <input type="checkbox"/> Compare and contrast poems <input type="checkbox"/> Analyze dramatic conventions <input type="checkbox"/> Generate and respond logically before, during, and after reading <input type="checkbox"/> draw conclusions <p>Writing {12.6} {12.7} {12.8}</p> <ul style="list-style-type: none"> <input type="checkbox"/> College Applications <input type="checkbox"/> Develop expository and informational, analyses and persuasive writings <input type="checkbox"/> follow the steps of the writing process <input type="checkbox"/> Clarify and defend a position <input type="checkbox"/> Edit and revise writing <input type="checkbox"/> Provide proper documentation for research and all written works. 	<p><i>The Princeton Encyclopedia of Poetry and Poetics</i> <i>Silva Rhetoricae</i> (website) <i>Hamlet</i> <i>Macbeth</i> <i>Othello</i> <i>Paradise Lost</i></p> <p>Assessments</p> <p>Student journals Written student responses Multiple Choice, true/false, matching, and fill-in the blank tests Student self-assessments Rubric scoring Research paper (author of the time period or analysis of poem)</p> <p>Research</p> <p>Create a presentation that conveys a clear understanding of historical parallels</p> <p>Communication</p> <p>Mock newspaper that accurately displays sports, news, editorial, and classified representative of the time period. Small group project.</p> <p>College Research</p> <ul style="list-style-type: none"> <input type="checkbox"/> College tours and trade program speakers <input type="checkbox"/> Create a video/advertisement for college of choice <p>Literary Analysis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Common Application 	<p>Shakespeare Macbeth Project</p>
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<p>Weeks 17-18</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Milton <input type="checkbox"/> Donne <input type="checkbox"/> Wyatt <p>17th & 18th c. Poetry- <i>Rebels and Dreamers</i> Suggestions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lyrical Poetry <input type="checkbox"/> Wordsworth <input type="checkbox"/> Coleridge <input type="checkbox"/> Blake <input type="checkbox"/> Keats <input type="checkbox"/> Byron <input type="checkbox"/> Shelley, Percy and Mary 			<p>Poetry Portfolio Project – collection and analysis of works (student choice)</p> <p>Midterm Exams (Mid-Year Assessment)</p>
<p>Week 19</p>				
<p>3rd Nine Weeks</p>	<p>The Romantic Period-</p> <ul style="list-style-type: none"> <input type="checkbox"/> How did Romantics emphasize strange and faraway places? <input type="checkbox"/> How did political and industrial revolutions affect society? <input type="checkbox"/> In what ways did Romantics reject previous traditions? 	<p>Research {12.2}{12.8}</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine how values and points of view are included or excluded and how media influences beliefs and behaviors <input type="checkbox"/> Write documented research <p>Vocabulary {12.3}</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. <p>Analysis {12.4}</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read, comprehend, and analyze the 	<p>Resources: <i>Prentice Hall Literature</i> textbook</p> <p>Formal Evaluation Opportunities Conferences and interviews Student Journals Written student responses Multiple choice, true/false, matching, and fill-in tests Student self assessments Rubric scoring Research paper</p> <ul style="list-style-type: none"> - Author research - Novel read 	<p>Romantic period Frankenstein- Create a monster modeled after the historical events and the views of human nature during the 18th century.</p> <p>Essay- compare/contrast of 2+ major works addressed</p>
<p>Weeks 20-24</p>	<p>Frankenstein Novel Unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fantasy vs. Reality <p>Late 18th c. & early 19th c. Suggestions--</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the nature of humanity? <input type="checkbox"/> What is the relationship between nature and civilization? <ul style="list-style-type: none"> <input type="checkbox"/> Pope <input type="checkbox"/> Swift <input type="checkbox"/> Defoe <input type="checkbox"/> Tennyson <input type="checkbox"/> Arnold <input type="checkbox"/> Austen 			

