

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 1: Literature of the Anglo-Saxons and the Middle Ages**

Grade Level: 12

Grading Period: 1st Quarter

Enduring understanding: Literature reflects the culture and values of the time in which it was written.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Historical and Cultural Influence	I can explain the historical influences of the culture on the literature.	12.1.01	How did the culture of the society influence the development of the spoken and written literature of the periods?	Angles Saxons Jutes Frisians Celts Britons Normans Feudal System	Visual, written, and/or oral reports regarding the historical aspects of the times and the effects on language and literature.	Conduct group collaborations on projects and presentations on the epic and its elements.
The Epic: Literature and Reading (Anglo-Saxon)	I can read an epic poem independently and recognize the various religious, cultural, and historical influences.	12.1.02 12.1.04 12.1.05 12.1.06 12.1.07	How does the epic portray the specific culture from which it is derived? What are the traits of the Anglo-Saxon epic hero, and what examples can you give to prove your understanding?	Epic Epic hero Fate Wyrd Figurative Language Kenning Alliteration Caesura Scops Suspense Foreshadowing Characterization Theme Protagonist Antagonist Narration Setting plot *Elegy (optional)	Reader's response notebooks Expository essay Analytical essay 3-2-1 summary Ticket out the door Graphic organizers Main ideas Posters Double-entry reading logs	Use PowerPoint, and Movie Maker to create presentations on types of literature studied. Compare and contrast heroes from different cultures to create charts and narratives. Use a Wiki site like WetPaint to host a classroom Wiki to post questions in a learning community. Use sites such as Blogger or

<p>The Ballad Frame story Allegory Exemplum Medieval romance (Middle Ages)</p>	<p>I can recognize changes in the poetic form, including the development of rhyme, structure, and meter.</p> <p>I can analyze storytelling in frame stories, ballads, allegories, and romances.</p> <p>I can analyze a character.</p>	<p>12.1.02 12.1.04 12.1.05 12.1.06 12.1.07 12.2.01 12.2.02 12.2.09</p>	<p>How do culture, values, and religion influence literature?</p> <p>How does Chaucer use the frame story to create a picture of the Middle Ages?</p> <p>How does a ballad differ from a short story or an epic?</p> <p>How would I compare and contrast the epic hero to the hero of a medieval romance?</p> <p>How can I prove that a given selection is a true Medieval Romance?</p>	<p>Folk Ballad Frame Story Couplet Allegory Exemplum Medieval Romance Minstrels Indirect and Direct Characterization Point of View Setting Theme Tone Atmosphere Antagonist Protagonist Freytag's Pyramid Climax</p>	<p>Comparison/contrast essay</p> <p>Persuasive essay</p> <p>Narrative poem</p> <p>Personal narrative</p> <p>Ballad</p> <p>Original film</p> <p>Power Point presentation</p> <p>Create a resume for a character</p> <p>Write a cover letter for a job for which the character might apply.</p> <p>Reading quizzes</p> <p>Formal tests</p> <p>Interact productively as a member of the group</p>	<p>Wordpress to host student blogs for online journaling of literature reflections and analysis.</p> <p>Use dynamic methods such as Literacy circles and Peer editing groups to guide learners into ownership of their learning.</p> <p>Take class to computer lab to conduct a Webquest researching character analysis.</p> <p>Take students to computer lab and conduct a Chaucer Webquest.</p> <p>Use software to compose classroom literary magazines.</p> <p>Explore the WVDE site Teach 21: (excellent resource for Beowulf)</p> <p>Analyze and interpret visual media influences.</p>
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<p>Anglo-Saxon and Middle Ages: Writing</p>	<p>I can write a brief version of an epic, using appropriate literary devices of the period.</p> <p>I can write a ballad using a given rhyme scheme.</p>	<p>12.2.10 12.2.11 12.2.13</p>	<p>How can I use the writing process to help create an epic based on a personal experience or the experience of a fictional hero?</p> <p>How can I write a ballad?</p> <p>What would be an effective way to create a visual of any selection?</p>	<p>Writing Process Prewriting Drafting Revising Editing Publishing Multimedia</p>		
<p>Listening, Speaking, and Media Literacy</p>	<p>I can develop a multimedia presentation using a variety of technology tools.</p>	<p>12.3.04 12.3.05</p>				

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily grammar minilessons, including sentence combining (12.2.09), weekly vocabulary in context (12.1.10), research each nine weeks (12.1.12,12.2.02, 12.2.03, 12.2.04, 12.2.05, 12.2.06, 12.2.07).

Formal writing: Narrative/description

Suggested Readings: Lexile=L Beowulf 1090L, The Canterbury Tales Grendel 920L, The Alchemist 910L, The Inferno 1430L, Sir Gawain and the Green Knight 890L, Le Morte d'Arthur –The Works of Malory 1440L, various folk ballads

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers. Research “chivalry” and its followers and compare/contrast it to modern beliefs in citizenship. Compare and contrast the Iroquois constitution and the Magna Carta.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 2: Literature of the Renaissance and the Age of Reason

Grade Level: 12

Grading period: 2nd Quarter

Enduring understanding: Literature of this time, which evolved from “classics” of the Greeks and Romans, provides a background for modern literature, and its themes are still relevant today.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Renaissance and Restoration: Reading and literature. Poetry, the essay, the novel	I can compare and contrast the poetry of the Renaissance to that of the previous periods of English literature. I can analyze the metaphysical poetry. I can explain how the essays and the poetry reveal the culture and the values of the people?	12.1.01 12.1.02 12.1.03 12.1.04 12.1.08 12.1.09	What are the elements of a sonnet? How does a sonnet compare to an epic or a ballad? How can I analyze the metaphysical poets? What do the biographies, diaries, and journals reveal about the 17 th and 18 th centuries? How does the literature reveal the style of the writers?	Sonnet Iambic Pentameter Rhyme Scheme Petrarchan Sonnet Spenserian Sonnet Shakespearean Sonnet Imagery Lyric Poetry Simile Metaphor Personification Pastoral Poetry Metaphysical Poetry Style Satire Parody	3-2-1 summary Ticket out the door Reader's response notebooks Comparison/contrast paragraph or essay Paraphrases Literary essay (expository, analysis) Dramatic monologue Storyboards Posters Quizzes	Literacy circles Access WVDE site Teach 21 as a resource on the sonnet Utilize classroom Wiki to use student responses as a measurement of topic mastery. Read Blog postings (online student journals) as a measure of understanding of content. Conduct internet research to compile data for student projects on unit

<p>Drama</p>	<p>I can explain the relationship of Greek tragedy to Renaissance tragedy.</p> <p>I can use strategies to read and demonstrate understanding of a tragedy.</p>	<p>12.1.01 12.1.02 12.1.03 12.1.04 12.1.05 12.1.06 12.1.10 12.1.11</p>	<p>What are the elements of a classic tragedy?</p> <p>How can I relate those elements to a Shakespearean tragedy to prove it is arranged classically?</p> <p>What are the traits of the main character that make him a tragic hero?</p> <p>How can I use the writing process to prove that the main character is a tragic hero?</p>	<p>Tragedy Tragic Hero Foil Motif Plot Conflict Supernatural Change Revenge Comic Relief Pun Hubris Symbolism Dramatic Irony Verbal Irony Situational Irony Paradox</p>	<p>Tests</p> <p>Oral interpretation performance</p> <p>Written sonnet</p> <p>Written translation</p> <p>Rubric</p> <p>Front page of a newspaper</p> <p>Benchmark test</p>	<p>literature content.</p> <p>Work as a group member on Internet research and present information using various media.</p> <p>Citationmachine.net</p> <p>Reader's Theatre</p> <p>Have students contribute to a school or class literary magazine.</p> <p>Use SAS and Thinkfinity to access online interactive differentiated higher level lessons.</p>
<p>Drama: Historical Context</p>	<p>I can discover Shakespeare's influence across history, including in today's world.</p>	<p>12.1.01 12.1.11</p>	<p>How is Shakespeare's literature relevant in other time periods?</p> <p>Where does Shakespeare influence the drama of today?</p>	<p>Literary Criticism</p>		<p>Research and create a graphic or structural model of the Globe Theatre and analyze</p>

<p>Listening, Speaking, and Presenting</p>	<p>I can demonstrate my understanding of a character by performing an oral interpretation.</p>	<p>12.3.01</p>	<p>How can I effectively read as a character to show my understanding of his or her motivation?</p>	<p>Oral Interpretation Motivation</p>		<p>similarities and differences to the modern stage.</p>
<p>Writing</p>	<p>I can translate Shakespeare into modern English.</p> <p>I can write a sonnet using an appropriate rhyme scheme, meter, and imagery.</p> <p>I can write a satire or a parody.</p>	<p>12.2.01 12.2.02 12.2.09 12.2.10 12.2.11 12.2.12 12.2.13 12.3.06</p>	<p>How can I use the writing process to help compose a sonnet?</p> <p>How can I prove that I understand the sonnet format?</p> <p>How can I use literary devices in my translation of the play?</p> <p>How can I use the writing process to create a parody or a satire?</p>			<p>Using a Shakespearian sonnet as a model, compose a student generated "sonnet" on a modern topic or relationship.</p> <p>Make a graphic organizer illustrating the components of a well constructed sonnet.</p>

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily grammar mini-lessons, including sentence combining (12.2.09), weekly vocabulary study in context (12.1.10) research each nine weeks (12.2.02, 12.2.03, 12.2.04, 12.2.05, 12.2.06, 12.2.07).

Formal writing: Expository: definition, process, classification-division, comparison-contrast, or other methodology

Suggested Readings: Lexile=L various authors of sonnets, Macbeth 1350L, Hamlet 1390L, Antigone, Oedipux Rex, Jonathan Swift

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers.

Social studies teachers will suggest topics about civics that might be related to British literature and the Renaissance. Create a short research project on the real Macbeth, write a sonnet about the Bill of Rights.

Tiered Instruction: ,

Tier 1-Use various Learning Focused Strategies such as Think Pair Share, reading partners; peer tutors; paired heads

Tier 2-Use reading journals

Tier 3-Adapted Reader Response books; adapted reading selections

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 3: Literature of the Romantic and Victorian Periods**

Grade Level: 12

Grading Period: 3rd Quarter

Enduring understanding: Literature is directly influenced by the events occurring at the time it is composed.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Romantic: Historical Context	I can explain how history, culture, and values influenced the thinking and the literature of the Romantic Period.	12.1.01	What historical events influenced the writing? How did nature and science influence the Romantics?	Rationalism Revolution Industrial Revolution	Research report Posters Summaries Paraphrases Reader's response notebooks	Use software such as Windows Moviemaker or Audacity to create video or audio analysis of unit content. Work in collaborative research groups and reading groups.
Reading and Writing Lyrical ballads and other poetry	I can relate the literary ballads to the Middle Ages and to modern songwriters. I can read independently.	12.1.01 12.1.02 12.1.03 12.1.06 12.1.07 12.1.10 12.2.01 12.2.02 12.2.06 12.2.09 12.2.10 12.2.11 12.2.13	What inferences can I make about the people of the Romantic period? How are the lyrical ballads different from folk ballads? How do the lyrical ballads compare to the ballads of today?	Literary Ballad Romanticism Imagination Elegy Figurative Language Lyric Ode	Comparison/contrast paragraphs or essays Expository essay Literary analysis Oral reports Graphic organizers Rubric Opinion essay	Have learners work in groups to conduct research for creating projects and presentations on literature in this unit. Electronic or graphic aides

Victorian Historical Context	I can analyze the literature to explain how the Victorians reacted to the Romantic ideas and changed the focus of literature.	12.1.01	How did the cultural values of the Victorians change the literature? What examples from the literature illustrate the values of the Victorians?	Novel Theme Conflict	Problem/solution essay Double entry reading journals Quizzes Tests	Editing groups Create student blogs (online journals) on Wordpress or Blogger as a reflection log of student progress through literature.
Reading, Writing, and Speaking	I can read independently. I can analyze a novel to prove the theme of appearance versus reality. I can evaluate persuasive techniques used in writing by Victorian essayists. I can create and deliver a presentation using multimedia. I can debate a topic.	12.1.01 12.1.03 12.1.05 12.1.06 12.1.08 12.1.09 12.1.12 12.2.01 12.2.02 12.2.03 12.2.04 12.2.05 12.2.06 12.2.07 12.2.08 12.2.09 12.2.10 12.2.11 12.2.13 12.3.01	How is appearance versus reality demonstrated as an apparent theme in a novel from the Victorian Period? How can I synthesize my reading notes in order to create an effective literary analysis of the theme of a novel? How can I respond persuasively to the ideas of a Victorian essayist? How can I effectively deliver a presentation? How can I demonstrate my understanding of the rules of debate?	Thesis Statement Outline Claim Values Support Warrant Evidence Fact Policy Reasons Argument Persuasion Opinion Statistics Propaganda Psychological Appeals Affirmative Negative case Fallacy	Classroom debates	Toulamin structure of argument Bedforstmartin.com

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily grammar mini-lessons (12.2.09), weekly vocabulary in context (12.2.10, research each nine weeks (12.2.02, 12.2.03, 12.2.04, 12.2.05, 12.2.06, 12.2.07)

Formal writing assignment: Persuasion

Suggested Readings: L=Lexile level- Readings of Romantic poets, Victorian novelists and essayists, Pride and Prejudice 1190L, Jane Eyre 870L, Hard Times 1350L, Great Expectations 1430L, The Portrait of Dorian Gray 970L.

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers. Students analyze a novel they will read on the Victorian period and, working with social studies teachers, relate an essay on individual freedoms and rights by American pundits to the theme of the Victorian novel. (e.g., Pride and Prejudice.)

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 4: Modern and Contemporary Poetry and Prose**

Grade Level: 12

Grading Period: 4th Quarter

Enduring understanding: The uncertainty of the modern world, with its conflicts and problems is reflected in the poetry and prose. Through reading, contemporary society can examine their own experiences. Modern and contemporary literature is multi-national.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Reading/Literature: Development of novels, essays, and poetry	<p>I can show my understanding of the changes in literary techniques in prose and poetry and the rise of the novel.</p> <p>I can investigate the emergence of women as authors.</p> <p>I can apply reading skills and prior knowledge to my study of modern literature.</p>	12.1.02 12.1.03 12.1.04 12.1.05 12.1.06 12.1.07 12.1.08 12.1.09 12.3.06	<p>How do I locate information and synthesize to write an analysis of authors, especially women, of the period?</p> <p>How is the literature similar to yet different from that of the periods?</p>	Allusion Flashback Novel Stream Consciousness Modernism	Research project Expository essay Comparison/contrast essay Test Quiz Critique Satire Political cartoon Persuasive speech Debate Graphic organizers Benchmark tests	<p>Do library and Internet research to gather information for journal entries and for data to include in ongoing research projects.</p> <p>Work collaboratively to develop a comparison chart on writers of the Modern Era.</p> <p>Utilize literature circles or study groups to analyze assigned readings from this unit.</p> <p>Incorporate word</p>

<p>Writing/Composition</p>	<p>I can apply the writing process to develop persuasive essays and use satire to argue a point.</p> <p>I can compare and contrast literature of different time periods and styles of writing.</p> <p>I can examine the effect of political and historical events on modern literature.</p>	<p>12.2.08 12.2.09 12.2.10 12.2.12 12.2.13</p>	<p>How can I demonstrate my understanding of satire by incorporating it in a persuasive essay?</p> <p>What methods can I use to compare/contrast literature of time periods and styles of writing?</p>		<p>Panel discussion</p> <p>Book report or review</p> <p>Tests</p>	<p>processing with visuals, clip art, audio, etc. to produce a mini-presentation on authors of the era.</p> <p>Conduct round table discussions on novel and author critiques.</p> <p>Participate in a mock debate on conditions of the era and how they influence literature.</p> <p>Use a site such as Wordpress or Blogger to have students write blogs as online journals showing their reflections on literature of</p>
<p>Listening, Speaking, and Media Literacy</p>	<p>I can discuss a modern novelist with a panel.</p>	<p>12.1.01 12.3.01 12.3.02 12.3.03</p>	<p>How can I apply my research to the literature of the modern period?</p>			

						<p>this era.</p> <p>Use a Wiki site such as Wetpaint or PBWiki to host a classroom Wiki to create a learning community focused on literature of the era.</p> <p>Exhibit leadership skills in discussion.</p> <p>Exhibit ethical behavior with research.</p>
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Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily grammar mini-lessons (12.2.09), including sentence combining, weekly vocabulary lessons in context (12.1.10), research each nine weeks (12.2.02, 12.2.03, 12.2.04, 12.2.05, 12.2.06, 12.2.07, 12.3.04, 12.3.05, 12.3.06).

Formal writing: Final research paper and presentation for senior project

Suggested Readings: Lexile=L “The Demon Lover” 1010L, Elizabeth Bowen; Doris Lessing, Virginia Woolf, Nadine Gordimer, Graham Greene, Joseph Conrad

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers around the topic of a global economy or about personal finances. Students in English could make a budget for a character from a short story or a novel.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

Reading and English Language Arts/ Civics, Grade 12
Suggested Reading List
Lexile=L or Readability Scores=R

Author/Publisher	Author/Publisher	Lexile
Pride and Prejudice	Jane Austen	1100L
Emma	Jane Austen	1070L
Past and Present	Thomas Carlyle	1130L
Ulysses	Lord Tennyson	1260L
The Charge of the Light Brigade	Lord Tennyson	1200L
My Last Duchess	Robert Browning	1250L
Little Dorrit	Charles Dickens	1180L
Bleak House	Charles Dickens	1180L
Vanity Fair	William M. Thackeray	1270L
Jude the Obscure	Thomas Hardy	1110L
The Importance of Being Earnest	Oscar Wilde	NP
The Picture of Dorian Gray	Oscar Wilde	920L
Ode on a Grecian Urn	John Keats	1270L
To Autumn	John Keats	1200L
Lord Jim	Joseph Conrad	1110L
Heart of Darkness	Joseph Conrad	1050L
Major Barbara	George Bernard Shaw	1270L
Ulysses	James Joyce	1360L
Women in Love	D.H. Lawrence	920L
Waste Land	T.S. Eliot	1350L
Endgame	Samuel Beckett	880L
Howards End	E.M. Forster	820L
Passage to India	E.M. Forster	950L