

British Literature Curriculum

Grade 12 ~ Levels 1, 2 & 3

The Connecticut English Language Arts Curriculum *Framework Standards* are as follows:

Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

Guiding Question: *How do we understand what we read?*

Component Statements:

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Guiding Question: *How does literature enrich our lives?*

Component Statements:

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Guiding Question: *How do we write, speak and present effectively?*

Component Statements:

- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

Standard 4: Applying English Language Conventions

Overarching Idea: Students apply the conventions of standard English in oral, written and visual communication.

Guiding Question: *How do we use the English language appropriately to speak and write?*

Component Statements:

- 4.1 Students use knowledge of their language and culture to improve competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text

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Anglo-Saxon Period

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shaped the Anglo-Saxon period. • Connect historical context to literary works in the Anglo-Saxon Period. • Read, interpret, analyze, and respond to the literature of the Anglo-Saxon Period. • Explore relevant literary conventions and devices. • Discuss the relevance of the Anglo-Saxon Period to our day. • Apply word recognition strategies to improve reading fluency. 	<ul style="list-style-type: none"> • Demonstrate an understanding of epic. <i>1.2, 1.3, 2.1</i> • Explain how a character demonstrates the characteristics of an epic hero. <i>2.2, 2.3, 2.4</i> • Read and respond to the epic in a variety of modes. <i>1.2, 1.4, 2.2</i> • Explain and interpret the purpose of the epic. <i>2.3, 2.4, 3.1, 3.2, 4.3</i> • Discuss how setting contributes to the overall epic. <i>1.2, 2.1</i> • Locate examples and evaluate the effectiveness of imagery. <i>1.2, 1.3, 2.1</i> • Identify literary conventions and explain how they are used to establish overall theme. <i>1.2, 1.3, 2.1</i> 	<ul style="list-style-type: none"> • Contrast heroes of contemporary society with the epic hero. • Write two original examples of kennings. • Write an epitaph for any one of the characters. • Debate: Has the time of the hero passed? • Write a literary analysis. Analyze one key element • Prepare and present an oral reading of the epic. • Research and present a PowerPoint: <ul style="list-style-type: none"> - The role of women in Anglo-Saxon society - The use of dragons in literature - The use of dragons in literature - Sutton Hoo/ compare to burial of Beowulf 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Classwork • Homework • Rubrics 	<ul style="list-style-type: none"> • Text: “<i>Elements of Literature</i>” Sixth Course • “<i>Literature of Britain with World Classics</i>” Holt, Rinehart and Winston • <i>Beowulf</i> • <i>Grendel</i>- Gardner • Anglo-Saxon Riddles <p>Internet Resources:</p> <ul style="list-style-type: none"> • WebQuests • HRW.com (website for Text) • PowerPoint • MS Word • Wireless Laptop Computer Lab

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<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<ul style="list-style-type: none">• Demonstrate an understanding of the social ideas which characterize the Anglo-Saxons. 2.3, 2.4			

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The Middle Ages

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shaped the Middle Ages period. • Connect historical context to literary works in the Medieval Period. • Read, interpret, analyze, and respond to the literature of the Middle Ages. • Explore relevant literary conventions and devices. • Discuss the relevance of the Medieval Period to our day. • Apply word recognition strategies to improve reading fluency. 	<ul style="list-style-type: none"> • Demonstrate an understanding of writer's purpose in use of various methods of characterization. <i>2.3, 2.4</i> • Examine details and sensory images and explain how they contribute to character development. <i>1.2, 1.4, 2.1, 2.2, 2.4</i> • Locate and analyze examples of irony within the text. <i>1.2, 2.1</i> • Locate several symbols and evaluate the universal concepts they represent. <i>1.2, 2.1, 2.2, 2.3</i> • Demonstrate an understanding of the social/political ideas expressed by Chaucer. <i>2.3, 2.4</i> • Contrast/compare the moral message of various tales. <i>1.2, 1.4, 2.2, 2.4</i> 	<ul style="list-style-type: none"> • Write an essay analyzing a character. • Illustrate a pilgrim/knight with captions and/or a representative quote. • Write a prologue to an original frame story. • Write a contemporary version of the Canterbury Tales/King Arthur. • Retell one of the tales. • Write a comparative essay about the allusions to Chaucer and the use of contemporary elements in the film <i>The Knights Tales</i>. 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Classwork • Homework • Rubrics 	<ul style="list-style-type: none"> • Text: <i>“Elements of Literature”</i> Sixth Course • <i>“Literature of Britain with World Classics”</i> Holt, Rinehart and Winston • <i>“The Canterbury Tale”</i> Geoffrey Chaucer • <i>“King Arthur and the Knights of the Round Table”</i> Roger Lancelyn Green • <i>“A Knight’s Tale”</i> Film • <i>“Canterbury Tales”</i> Animated Film • <i>“Camelot”</i> Film • <i>“Excalibur”</i> Film <p>Internet Resources:</p> <ul style="list-style-type: none"> • WebQuests • HRW.com (website for Text) • PowerPoint Presentation software

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<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<ul style="list-style-type: none">• Identify the author's attitude and locate specific examples as support. <i>1.2, 2.2, 2.3, 2.4, 3.1, 4.2</i>• Compare/contrast Chaucer's pilgrims with their contemporary counterparts <i>1.2,1.4, 2.4, 3.1, 4.2</i>			<ul style="list-style-type: none">• MS Word• Wireless Laptop Computer Lab

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The Renaissance

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shaped the Renaissance. • Connect historical context to literary works in the Renaissance. • Read, interpret, analyze, and respond to the literature of the Renaissance. • Explore relevant literary conventions and devices. • Discuss the relevance of the Renaissance to our day. • Apply word recognition strategies to improve reading fluency. 	<ul style="list-style-type: none"> • Read and interpret drama applying a variety of reading strategies. <i>1.1, 1.2, 2.2, 2.3</i> • Identify the setting and mood and the effect on the play/sonnet. <i>1.2, 1.4</i> • Demonstrate an understanding of tragedy and tragic hero. <i>1.2, 1.4, 2.1, 2.2</i> • Identify characters' motivations. <i>1.2, 2.1</i> • Interpret literary elements and explain what they contribute to the play. <i>1.2, 1.3, 2.1, 2.2 3.1, 4.2</i> • Analyze the plot structure of a Shakespearean drama. <i>1.2, 4.1, 2.1, 2.3, 2.4</i> • Trace the development of the plot and major themes in the play. <i>1.2, 2.1, 2.2</i> 	<ul style="list-style-type: none"> • View a performance (film) of the play. • Write an essay comparing and contrasting two characters. • Write a character analysis of one of the main characters. • Perform a scene from the play. • Rewrite a scene. • Write a film review. • Illustrate a scene or character. • Create a museum exhibit of Shakespearean Drama or create a Website museum exhibit. • Illustrate a metaphor/simile. 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Classwork • Homework • Rubrics 	<ul style="list-style-type: none"> • Text: “<i>Elements of Literature</i>” Sixth Course • “<i>Literature of Britain with World Classics</i>” Holt, Rinehart and Winston • “<i>Macbeth, Hamlet, Othello</i>” Shakespeare • Sonnets • Poetry • “<i>Macbeth</i>” film • “<i>Hamlet</i>” film • “<i>Shakespeare in Love</i>” film • “<i>Shakespeare’s London</i>” film • “<i>The Globe Theater</i>” film • “<i>A&E Biography Shakespeare</i>” film

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	<ul style="list-style-type: none">• Demonstrate an understanding of Shakespeare's language. <i>1.3, 1.4, 2.3, 4.1</i>• Examine two sonnets forms. <i>1.3, 2.1, 2.3</i>• Identify and explain the effect of the following literary terms: <i>1.2, 2.1</i> <i>Symbol</i> <i>Comic relief</i> <i>Aside</i> <i>Soliloquy</i> <i>Theme</i> <i>Foil</i> <i>Irony- dramatic/ situational</i>	<ul style="list-style-type: none">• Compose an original sonnet following a specific sonnet format.• Memorize a passage or a sonnet• Complete a WebQuest on Shakespeare.		<p>Internet Resources:</p> <ul style="list-style-type: none">• WebQuests• HRW.com (website for Text)• PowerPoint Presentation software• MS Word• Wireless Laptop Computer Lab

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Romantic Period

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shaped the Renaissance. • Connect historical context to literary works in the Renaissance. • Read, interpret, analyze, and respond to the literature of the Renaissance. • Explore relevant literary conventions and devices. • Discuss the relevance of the Renaissance to our day. • Apply word recognition strategies to improve reading fluency. 	<ul style="list-style-type: none"> • Demonstrate the ability to read and interpret a romantic literary work. <i>1.1, 1.2, 1.4, 2.1, 2.4, 3.1, 4.2</i> • Identify characteristics of a ballad. <i>1.3, 2.1,</i> • Determine and apply the elements of an allegory. <i>1.2, 1.3, 2.1, 2.3, 2.4</i> • Explain the symbolic purpose of the characters, setting, and plot. <i>1.2, 2.1, 2.2</i> • Identify and explain examples of figurative language. <i>1.2, 2.1, 2.2</i> • Demonstrate an understanding of the author's purpose. <i>1.2, 2.2, 2.4</i> • Demonstrate an understanding of cause and effect. <i>1.2, 2.2</i> 	<ul style="list-style-type: none"> • Write an essay that traces the causes and effects of the Mariner's actions. • Hold a mock trial for the Mariner. Is he accountable for the deaths of his crewmates or is he a victim? • Write an essay explaining the relevance of the moral to readers today. • Create a map of the probable route of the Mariner's ship. Note places where key events occurred. • Research scientific related topics via the Internet. Investigate and decide if Coleridge's use of them is scientifically accurate. 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Classwork • Homework • Rubrics 	<ul style="list-style-type: none"> • Text: <i>“Elements of Literature”</i> Sixth Course • <i>“Literature of Britain with World Classics”</i> Holt, Rinehart and Winston • <i>“The Rime of the Ancient Mariner”</i> Samuel Taylor Coleridge • Poetry • <i>“Sherlock Holmes Stories”</i> <p>Internet Resources:</p> <ul style="list-style-type: none"> • WebQuests • HRW.com (website for Text) • PowerPoint Presentation software • MS Word • Wireless Laptop Computer Lab

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<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
		<p><i>Southern Lights</i> <i>Aurora Australis</i> <i>Albatross</i> <i>Red Tide</i> <i>Water Snakes</i> <i>Plankton</i></p> <ul style="list-style-type: none">• Brainstorm a list of unanswered questions. Write individual responses to questions.		

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The Victorian Period

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shaped the Victorian Period. • Connect historical context to literary works in the Victorian Period. • Read, interpret, analyze, and respond to the literature of the Victorian Period. • Explore relevant literary conventions and devices. • Discuss the relevance of the Victorian Period to our day. • Apply word recognition strategies to improve reading fluency. 	<ul style="list-style-type: none"> • Explore the Greek story from which Shaw draws his title. <i>1.1, 1.2, 2.4</i> • Trace Eliza’s development and her attitude towards Higgins and analyze the effects of the change upon Liza. <i>1.2, 2.2, 2.4</i> • Investigate conflicts between differing perceptions of identity/class. <i>1.2, 1.4, 2.4</i> • Listen to the soundtrack of <i>My Fair Lady</i> and relate to a literary and musical work by a famous author. <i>1.1, 1.2, 2.2, 4.1, 4.3</i> • Analyze the importance of appearance and reality to the theme of <i>Pygmalion</i>. <i>1.2, 1.4, 2.1, 2.2, 3.1, 4.2</i> 	<ul style="list-style-type: none"> • Research the history of phonetics and speech as a subject of study; does Shaw's depiction of the scientific interests of his character Higgins seem to have been well-grounded in historical precedent? • Compare and contrast the ways in which both Liza and her father are thrust into the middle class (she through learning to speak "properly," he through obtaining money), and why each is not comfortable in it. Through these characters, what does Shaw seem to be saying about class distinctions? • Contrast Colonel Pickering and Henry Higgins in terms of manners and behavior. What are the implications of their very different treatments of Liza? 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Classwork • Homework • Rubrics 	<ul style="list-style-type: none"> • Text: “<i>Elements of Literature</i>” Sixth Course • “<i>Literature of Britain with World Classics</i>” Holt, Rinehart and Winston • “<i>Pygmalion</i>” George Bernard Shaw • “<i>Great Expectations</i>” Charles Dickens • “<i>A Tale of Two Cities</i>” Charles Dickens • “<i>My Fair Lady</i>” Film/soundtrack <p>Internet Resources:</p> <ul style="list-style-type: none"> • WebQuests • HRW.com (website for Text) • PowerPoint Presentation software • MS Word • Wireless Laptop Computer Lab

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<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<ul style="list-style-type: none">• Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal. <i>1.2, 2.1, 2.2, 2.4, 3.1, 4.2</i>	<ul style="list-style-type: none">• Research the social position of women in early twentieth-century Britain (economic opportunities, cultural conventions, legal rights), and use this information to explain further why Liza is so concerned about her future following the conclusion of Higgins's "experiment."		

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The Twentieth Century

<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Explore historical and social forces that shaped the Twentieth Century. • Connect historical context to literary works in the Twentieth Century. • Read, interpret, analyze, and respond to the literature of the Twentieth Century. • Explore relevant literary conventions and devices. • Discuss the relevance of the Twentieth Century to our day. • Apply word recognition strategies to improve reading fluency. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the connection between history and literature of the 20th century. <i>2.3, 2.4</i> • Identify and discuss common themes within 20th century literature. <i>1.2, 2.3</i> • Provide examples of symbols and interpret their meanings in the context of 20th century literature. <i>1.2, 2.1, 2.2, 3.1, 4.2</i> • Locate specific instances of irony and explain its purpose. <i>1.2, 2.1, 2.2</i> • Respond to the literature critically and creatively. <i>1.2, 2.1, 2.2, 3.1</i> • Compare and contrast characters, symbols, settings, points of view, and /or tones of two or more works. <i>1.2, 2.1</i> 	<ul style="list-style-type: none"> • Write an essay analyzing one or more literary conventions. • Create a visual representation of a scene or a character. • Develop and write an original ending or next chapter. • Select and perform a scene. • Respond to a work by writing an original poem. • View a film version of a work. • Create a PowerPoint presentation on a critical aspect of one or more of the novels. • Develop a website on an author. 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects • Essays • Classwork • Homework • Rubrics 	<ul style="list-style-type: none"> • Text: “<i>Elements of Literature</i>” Sixth Course • “<i>Literature of Britain with World Classics</i>” Holt, Rinehart and Winston • “<i>Animal Farm</i>” George Orwell • “<i>Lord of the Flies</i>” William Golding • “<i>1984</i>” Geroge Orwell • “<i>Brave New World</i>” Aldous Huxley • “<i>Heart of Darkness</i>” Joseph Conrad • “<i>A Man For All Seasons</i>” Robert Bolt <p>Internet Resources:</p> <ul style="list-style-type: none"> • WebQuests • HRW.com (website for Text)

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<i>Unit</i>	<i>Learning Objectives</i>	<i>Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<ul style="list-style-type: none">• Apply appropriate strategies to deepen initial understanding and go beyond the text to judge its literary quality. <i>1.2, 4.1, 4.3</i>			<ul style="list-style-type: none">• PowerPoint Presentation software• Wireless Laptop Computer Lab