

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: Common Core Unit 1: Beowulf	<ul style="list-style-type: none"> Why do people explore new worlds? What are emerging themes in early BritishLiterature? How are the experiences similar and different among the early Britishsettlers? How did Native Britishmyths influence the settlers? 	CCSS: RL.11-12.4, RL.11-12.9, RI.11-12.6, W.11- 12.2, SL.11 – 12.1, L.11-12.3	<p>Formative:</p> <ul style="list-style-type: none"> Homework – worksheets relating to knowledge of the material and application of literary terms, questions checking understanding, brief quizzes to check understanding Interactive Notebook notes ensuring students are taking notes and using their notebooks to their advantage <p>Summative:</p> <ul style="list-style-type: none"> quizzes over reading End of Quarter Assessment 	<ul style="list-style-type: none"> Read non-fiction prose Explore the Native British folklore and mythology. Read about the explorers of the New World and the early settlers and how all these peoples helped shape our nation. annotate while reading using kami 	<p><i>The Language of Literature: British Literature</i> (McDougal Littell) textbook</p> <p>Internet and library resources (students research information and share their knowledge with the class via presentations)</p> <p>Primary source documents</p> <p>Various teacher-created handouts</p> <p>Various articles found on the internet that pertain to the subject matter of the unit.</p>
Name: <i>The Canterbury Tales</i> , part of Common Core Unit 2	<ul style="list-style-type: none"> What is the First Great Awakening and how did it affect religious belief? What is the role of religion in early British Life? How did Chaucer implement historical concepts into modern day context? 	CCSS: RL.11-12.4, RL.11-12.6, L.11-12.3, SL.6, W.11-12, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7	<p>Formative:</p> <ul style="list-style-type: none"> character log, classroom discussion, chapter summaries reading questions ½ page writing prompts <p>Summative:</p> <ul style="list-style-type: none"> Summative test covering entire poem(multiple choice, event sequencing, vocabulary, short answer and essay) 	Read the poem out loud and take notes along with completely filling in a character chart. Extensive classroom discussion. Questions that accompany each each to ensure students are aware of what happens throughout the play. Final test and essay to determine if standards have been met. The movie version is viewed at the end to compare and contrast the material and	<p>The Canterbury Tales (in textbook)</p> <p>Computers and library resources for additional research and assimilation of material</p> <p>How to write a literary analysis</p>

			<ul style="list-style-type: none"> An essay that asks students to review and analyze characters from the poem and discuss the deeper meaning of the characters and their involvement. 	to finalize understanding of the material.	
Name: Common Core Unit 3: Macbeth	<ul style="list-style-type: none"> 	CCSS: RL.11-12.4, RI.11-12.5, RI.11-12.8, RI.11-12.9, W.11-12.1, SL.11-12.4, L.11-12.1	<p>Formative: almost daily homework (worksheets of comprehension questions) as well as classroom discussion</p> <p>Summative: quizzes, synthesis questions, end of unit test and End of Quarter Assessment (EQA)</p> <p>Summative: Unit 2 Reflect and Assess</p>	Examine writers and documents associated with the founding of the new British nation, also including poetry and prose.	<p><i>Macbeth</i> (in textbook)</p> <p><i>The Language of Literature: British Literature</i></p> <p>Supplemental documents regarding early British writing</p> <p>Works of art relevant to period</p> <p>Articles that pertain to the text</p>
Name: Vocabulary	<ul style="list-style-type: none"> What is the value in developing an extensive vocabulary? How can one improve reading comprehension when learning new material? 	CCSS: L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6	<p>Formative: warm ups and other activities using vocabulary from the texts that we are reading in class.</p> <p>Summative: Quiz over vocabulary words at the completion of each unit.</p>	Students will learn to determine the meaning of a word in context. Students will learn the definition of a word as well as work with synonyms, antonyms, and analogies	<p><i>The Language of Literature: British Literature</i></p> <p>Secondary sources such as articles that are read and annotated</p>
Name: Common Core Literature Unit 4: Conflict and Expansion	<ul style="list-style-type: none"> * What were the after-effects of the War and how did the new nation grow and develop? *What is Naturalism/Realism? * What is British/ European? 	CCSS: RL.11-12.4, RI.11-12.5, RI.11-12.8, RI.11-12.9, W.11-12.1, SL.11-12.4, L.11-12.1	<p>Formative: review and discuss, homework, quizzes</p> <p>Summative: quizzes and unit reflect and assess</p>	Unit objectives, terminology and historical background.	<p><i>The Language of Literature: British Literature</i></p> <p>Worksheets/handouts</p> <p>Tests</p> <p>Artwork copies</p>

	* How does the idea of the British individual develop?				
Name: The Hobbit	<p>*How do the decisions and actions of characters reveal their personalities?</p> <p>*How can a person's decisions and actions change their life?</p> <p>*What factors define a person's identity?</p> <p>* Do individuals have any power over who they become, or are their characters entirely determined by static factors?</p> <p>*How does Tolkien's use song in <i>The Hobbit</i>? What purpose do they serve in the story? What do the songs reveal about the characters who sing them?</p> <p>* What are the pitfalls of possessiveness and materialism?</p>	<p>CCSS: RL.11-12.4, RI.11-12.5, RI.11-12.8, RI.11-12.9, W.11-12.1, SL.11-12.4, L.11-12.1</p>	<p>Formative:</p> <ul style="list-style-type: none"> comprehension check worksheets in class character discussions viewing guides in class group work assignments <p>Summative: Reading quizzes Unit Test Group presentation</p>	<p>Unit objectives understanding the development of a complex plot, discussing how the fantasy realm was built and the complexity of the characters and 4th wall breaks in narration, understanding the connections between Tolkien and how work, viewing the associated movies to give a visualization and discussing the director's decisions with including certain elements and excluding others, selections of poetry</p>	<p><i>The Hobbit</i> by J.R.R. Tolkien</p> <p>worksheets</p> <p>quizzes</p> <p>song copies</p> <p>Tolkien illustrations</p>
Name: Common Core Unit 5 – British Romanticism / Frankenstein	<p>* What is British individualism?</p> <p>What is manifest destiny?</p> <p>* How do Romanticism and Transcendentalism define British In the early 19th century?</p> <p>*What is modernism?</p> <p>What are some techniques and literary styles associated with modernism?</p> <p>* How do we make inferences when we are reading?</p>	<p>CCSS: RL.11-12.4, RI.11-12.5, RI.11-12.8, RI.11-12.9, W.11-12.1, SL.11-12.4, L.11-12.1</p>	<p>Formative: daily homework, worksheets, comprehension discussions, quizzes</p> <p>Summative: quizzes, Unit III, Part 2 open book test</p>	<p>Unit objectives, terminology, and historical background. Read and discuss foundational British writers. Selections include essays, poems, letters and short stories. Reinforce literary terms and concepts.</p>	<p><i>The Language of Literature: British Literature</i></p> <p>Worksheets</p> <p>Test</p> <p>Artwork copies</p>

	* What is the stream of consciousness?				
Name: Quarter: Length (Days):		CCSS:	Formative: Summative:		
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Unit order and completion subject to change