

Curriculum Map

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 British Literature? How are the experiences similar and different among the early British settlers? How did Native British myths 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	Formative: <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 Summative: <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 	<i>The Language of Literature: British Literature</i> (McDougal Littell) textbook Internet and library resources (students research information and share their knowledge with the class via presentations) Primary source documents Various teacher-created handouts Various articles found on the internet that pertain to the subject matter of the unit.
Name: The Canterbury Tales, 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	Formative: <ul style="list-style-type: none"> character log, classroom discussion, chapter summaries reading questions ½ page writing prompts Summative: <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	The Canterbury Tales (in textbook) Computers and library resources for additional research and assimilation of material How to write a literary analysis

			<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"> How do the themes present in the play contribute to the overall meaning of the text? What personality traits motivate the protagonist of the text, and how do they affect his actions? How does ambition play a role in the text and lead certain characters to their fates? What lessons about power and consequences can be learned from the play? 	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	Formative: almost daily homework (worksheets of comprehension questions) as well as classroom discussion Summative: quizzes, synthesis questions, end of unit test and End of Quarter Assessment (EQA) Summative: Unit 2 Reflect and Assess	Examine writers and documents associated with the founding of the new British nation, also including poetry and prose.	<i>Macbeth</i> (in textbook) <i>The Language of Literature: British Literature</i> Supplemental documents regarding early British writing Works of art relevant to period Articles that pertain to the text
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	Formative: warm ups and other activities using vocabulary from the texts that we are reading in class. Summative: Quiz over vocabulary words at the completion of each unit.	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	<i>The Language of Literature: British Literature</i> Secondary sources such as articles that are read and annotated
Name: Common Core Unit 4: Gulliver's Travels Literature Unit 4: Conflict and Expansion	* What were the after-effects of the War and how did the new nation grow and develop? *What is Naturalism/Realism?	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	Formative: review and discuss, homework, quizzes Summative: quizzes and unit reflect and assess	Unit objectives, terminology and historical background.	<i>The Language of Literature: British Literature</i> Worksheets/handouts

	<p>* What is British/ European?</p> <p>* How does the idea of the British individual develop?</p>				<p>Tests</p> <p>Artwork copies</p>
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 The Hobbit? 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:</p> <p>Reading quizzes</p> <p>Unit Test</p> <p>Group presentation</p>	<p>Unit objectives</p> <p>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.</p> <p>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>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 project, unit 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>

	<p>* How do we make inferences when we are reading?</p> <p>* What is the stream of consciousness?</p>				
<p>Name: Common Core Unit 6 – Sherlock Holmes: The Hound of Baskervilles</p>	<p>*How does the author play with the conventions of detective fiction and the character of Sherlock Holmes throughout the novel?</p> <p>*What societal and historical context influences the plot and themes of the novel, particularly in relation to English aristocracy and inheritance?</p> <p>*How does Doyle build suspense and reveal clues throughout the narrative to engage the reader in the influences of solving the mystery?</p>	<p>CCSS: RI.11-12.1, RI.11-12.3, RI.11-12.6 W. 11-12.3, W. 11-12.9, SL.11-12.1, SL.11-12.3, SL.11-12.1a L.11-12.6, W. 11-12.1</p>	<p>Formative: Daily assignments related to problem solving and understanding sleuthing.</p> <p>worksheets to support comprehension of materials and problem solving</p> <p>Summative: Quizzes over the reading and support materials</p> <p>Unit test</p>	<p>learning activities: Character analysis and development understanding--looking deeper at the motivation of individual characters and how they are built up over the course of a text</p> <p>vocabulary building using targeted vocabulary words to support further understanding of the text</p> <p>Forensic Science exploration via game play</p> <p>various creative writing prompts</p> <p>group discussions</p> <p>literary analysis activities in the forms of a in class write or an extended response</p>	<p>Sherlock Holmes: The Hound of Baskervilles</p> <p>Sherlock holmes Detective game to support additional learning</p>
<p>Name: Mini Career Unit Resume Writing</p>	<p>How can a well-crafted resume effectively showcase academic achievements, extracurricular activities, and leadership experiences to potential employers or universities? What are the key components of a standout</p>	<p>CCSS: W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.10, W.11-12.2, W.11-12.5, W.11-12.1</p>	<p>Formative:</p> <p>brainstorming sheet to assist with filling out the resume</p> <p>submitting a rough draft of the resume</p>	<p>learning activities:</p> <p>looking at examples of good and bad resumes</p> <p>taking notes on what makes for an effective resume</p>	<p>canva.com</p> <p>teacher created slides on effective resumes and do's and don'ts on resumes.</p>

	<p>resume for honors students, and how can these components be tailored to highlight individual strengths and accomplishments?</p> <p>In what ways can the design, formatting, and language used in a resume impact its effectiveness in capturing the attention of recruiters and portraying a professional image for future opportunities?</p>		Summative: n/a	using canva as an electronic source for format a resume	
Mini College Application Essay Unit	<p>What strategies can students use to brainstorm and identify compelling topics for their college application essays?</p> <p>How can students effectively structure their college application essays to engage readers and convey their unique qualities and experiences?</p> <p>What are the key elements of a successful college application essay, and how can students ensure their essays reflect their individual voice and perspective?</p> <p>In what ways can students use feedback and revision to strengthen their college application essays and ensure they meet the requirements of different colleges and universities?</p>	<p>CCSS:W.11-12.7, W.11-12.8 W.11-12.9, W.11-12.10, W.11-12.5, W.11-12.6, W.11-12.2, W.11-12.4, W.11-12.1, W.11-12.3, W.11-12.11, W.11-12.12, W.11-12.13, W.11-12.14, W.11-12.15, RI.11-12.1, RI.11-12.2, RI.11-12.6</p>	<p>Formative:</p> <p>working on a brainstorming sheet to assist with answering common application essay questions that would come up through the college application process</p> <p>Summative: turning in the application essay for a summative grade in order to highlight student's writing ability as well as generate additional instructor feedback to assist with revised essays</p>	<p>learning activities:</p> <p>looking at online non-fiction articles related to crafting a strong college essay</p> <p>looking at examples of successful essays via an exemplar created by college board</p> <p>going through the common application essay prompts and understanding what and how to respond to each</p>	<p>non-fiction articles</p> <p>exemplars of past example essays</p>
Mini Research paper unit	*Why is it important to critically analyze and	CCSS: W.11-12.7, W.11-12.8 W.11-12.	Formative:	learning activities:	teacher crafted outline, notecards and exemplar

	<p>compare sources during the research process?</p> <p>*What strategies can be used to incorporate multiple perspectives and interpretations into the outline of the paper?</p> <p>*What methods can be employed to effectively integrate literary analysis and critical theory into the research paper?</p> <p>*In what ways can peer feedback and revision strategies enhance the quality of the final paper at the honors level?</p>	<p>, W.11-12.9, W.11-12.10, W.11-12.5, W.11-12.6, W.11-12.2, W.11-12.4, W.11-12.1, W.11-12.3, W.11-12.11, W.11-12.12, W.11-12.13, W.11-12.14, W.11-12.15, RI.11-12.1, RI.11-12.2, RI.11-12.6</p>	<p>paragraph planning sheets</p> <p>outline</p> <p>notecards</p> <p>understanding MLA Summative:</p> <p>the final paper</p>	<p>selecting a topic of student choice</p> <p>finding articles to support claims</p> <p>reading and annotating an article for evidence</p> <p>filling in an outline</p> <p>transitioning an outline to a rough draft</p> <p>peer edit</p> <p>creating a final edited draft of the essay accompanied with a works cited page</p>	<p>paragraphs for students to see the format and set up</p> <p>Owl Purdue website for MLA citations and formatting assistance</p>
<p>Additional Unit if Time</p> <p>The Midnight Library</p>	<p>What are the main themes in The Midnight Library, and how do they develop and connect throughout the novel?</p> <p>How do Matt Haig's choices in structure and narration affect how we experience the story?</p> <p>How can I write a clear and organized analysis that uses text evidence to support my ideas about the novel?</p> <p>How can I present my ideas about the novel clearly and persuasively to an audience?</p>	<p>RL.11-12.1,RL.11-12.2, RL.11-12.3, L.11-12.4, RL.11-12.5, W.11-12.1,W.11-12.2, W.11-12.3,W.11-12.4, W.11-12.9,SL.11-12.1, SL.11-12.4, L.11-12.3, L.11-12.4</p>	<p>Formative: daily homework, worksheets, comprehension discussions, quizzes</p> <p>Summative: quizzes, Unit III project, unit test</p>		<p><i>The Midnight Library</i> by Matt Haig</p> <p>worksheets</p> <p>quizzes</p>

Unit order and completion subject to change