

East Stroudsburg Area School District
ENGLISH 12 Honors

Unit One: Literature

Overview: This unit lays the foundation for students to explore the various influences of British literature and the literary periods that influence students' culture and society. Students will read multiple genres of British literature and continue to practice the effective use of analyzing, writing, speaking, and listening skills.

Big Idea: HOW DOES INTERACTION WITH TEXT PROVOKE THINKING AND RESPONSE?

Unit Essential Questions:

- *What is the relationship between literature and the student's place in society?
- *How does literature shape or reflect society?
- *What is the relationship of the writer to British traditions?

Pennsylvania Common Core Standard(s): (See Appendix A)

CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, CC.1.3.11-12.K.

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>
National Common Core found at www.corestandards.org
ISTE found at www.iste.org/standards/nets-for-students.aspx
Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
Generic Information found at <http://www.esasd.net/esl>
To-dos resources found at www.todos-math.org
SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>
Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials
SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

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Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
<p>What students need to know:</p> <p><i>Prentice Hall Literature: The British Tradition</i></p> <ul style="list-style-type: none"> Multiple selections from the text may be chosen but the following must be studied: <p>POETRY: “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge, “The Lamb” and “The Tyger” by William Blake, “Lines Composed a Few Miles Above Tintern Abbey” by William Wordsworth</p> <p>SHORT STORIES: “Araby” by James Joyce, “The Lagoon” by Joseph Conrad</p> <ul style="list-style-type: none"> Shorter works: 10 required Full-length texts: 4 required (however the ones listed here must be studied): <p><i>Hamlet</i> by William Shakespeare</p> <p><i>Frankenstein</i> by Mary Shelley</p>	<p>What students need to be able to do (skills): (Students will:)</p> <p>Identify and evaluate essential content between and among various text types</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions</p> <p>Interpret and analyze the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, symbolism, imagery, hyperbole, foreshadowing, flashback, allusions, satire, and irony)</p> <p>Evaluate the effectiveness of the author’s use of literary devices in various genre</p> <p>Analyze and evaluate author’s use of literary elements within and among genre</p> <p>Analyze and evaluate author’s use of conflict, theme and /or point of view within and among texts</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums</p>	<p>Identify</p> <p>Analyze</p> <p>Interpret</p> <p>Evaluate</p> <p>Synthesize</p> <p>Inferences</p> <p>Conclusions</p> <p>Generalizations</p> <p>Main idea and supporting details</p> <p>Summarization</p> <p>Author’s purpose</p> <p>Characterization</p> <p>Settings</p> <p>Plot</p> <p>Theme</p> <p>Tone</p> <p>Style</p> <p>Symbolism</p>	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p><i>Beowulf</i></p> <p><i>Hamlet</i> by William Shakespeare</p> <p><i>Lord of the Flies</i> by William Golding</p> <p><i>Frankenstein</i> by Mary Shelley</p> <p><i>A Man for All Seasons</i> by Robert Bolt</p> <p><i>A Tale of Two Cities</i> by Charles Dickens</p> <p><i>Waiting for Godot</i> by Samuel Beckett</p> <p><i>The Canterbury Tales</i> by Geoffrey Chaucer</p>	<ul style="list-style-type: none"> Tests and quizzes Classroom discussions Shared inquiry Teacher generated activities Cooperative learning activities Oral presentations Written responses: Reader response journals, Writing logs, Readers notebooks, Essays Listening logs Directed Note-taking

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<p>Concepts:</p> <ul style="list-style-type: none"> Essential content, literary elements and devices develop meaning Textual structure, features and organization develop meaning Acquiring and applying a robust vocabulary assists in constructing meaning Analyzing and interpreting British literature and its influences on culture and society assists in: <p>Reading comprehension Analysis of literature Literary movements/periods Religious influences Structure and elements of British literature</p>	<p>Assert new and unique insights based on extended understanding derived from critical examinations of text(s)</p> <p>Analyze the impact of societal and cultural influences in texts</p> <p>Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions</p> <p>Evaluate the characteristics of various genre (e.g. fiction and nonfiction forms of narrative, poetry, drama and essay) to determine how the form relates to purpose</p> <p>Analyze connections between and among words based on meaning, content, and context to distinguish nuances or connotations</p> <p>Evaluate the context of literal, figurative, and idiomatic vocabulary to clarify meaning</p> <p>Synthesize the text's assertions to draw a personal evaluation of the text</p>	<p>Connections between texts</p> <p>Figurative language</p> <p>Point of view</p> <p>Literary Movements/Periods/Terms</p> <p>Oral tradition</p> <p>Dialect</p> <p>Social context</p> <p>Speaking and listening</p> <p>Structure (epic, ballad, sonnet, etc.) and elements of poetry</p> <p>Religious/Philosophical influences (Christianity, Reformation, Enlightenment, Humanitarianism, Existentialism, Absurdism)</p>		
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