

Pine Hill Public Schools Curriculum

Content Area:	English		
Course Title/ Grade Level:	English 12 CP		
Unit 1:	The Anglo-Saxon and Medieval Period/Middle Ages	Duration:	9 Weeks
Unit 2:	Renaissance and Reformation	Duration::	9 Weeks
Unit 3:	Seventeenth and Eighteenth Century	Duration:	9 Weeks
Unit 4:	Modernism and Postmodernism	Duration:	9 Weeks
Date Created or Revised:	July 20, 2014		
BOE Approval Date:			

**Pine Hill Public Schools
Curriculum**

Unit Title: The Anglo-Saxon and Medieval Period/Middle Ages		Unit #:
Course or Grade Level: English 12 CP		Length of Time: 9 Weeks
Pacing	September, October, November	
Essential Questions	<ul style="list-style-type: none"> • What is the relationship between literature and place? • How does literature shape or reflect society? • What is the relationship of the writer to tradition? • What is the progression of English Literature and language? 	
Content	<ul style="list-style-type: none"> • Anglo-Saxon epic poetry (i.e. <i>Beowulf</i>) • Medieval Literature (i.e. <i>The Canterbury Tales</i>) • Compare and contrast British heroes, their values/morals, their appearance, their social status, and themes with their counter-parts in other European fairy tales. 	
Skills	<ul style="list-style-type: none"> • Examine some of the earliest written works of the Anglo Saxon and Medieval Period and be able to identify themes, allusions to classical literature, and philosophical views of the authors, as well as looking at the author’s analysis of the individual person and interest in human life. • Analyze character motives and how they develop throughout the text. • Apply literary elements (i.e. allegory, farce, satire, foil, etc.) to Anglo-Saxon and Medieval works and identify the characteristics of each time period. 	
Assessments	<ul style="list-style-type: none"> • Benchmark Assessment • Chapter Quizzes • Unit Test • Open-ended short answer responses • Essays with textual support • Student and teacher created rubrics • Alternative assessments (i.e. performance based, inquiry project) • STAR Reading Assessment and Accelerated Reader Program 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Grouping • Shortened assignments • Assignment notebooks • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Art • Public Speaking • Theatre 	
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Beowulf</i> • <i>The Prologue to the Canterbury Tales</i> by Geoffrey Chaucer and individual tales selected by teacher • Various Fairy Tales from the Brothers Grimm, Hans Christian Andersen, and Charles Perrault • Informational Texts connected to Anglo-Saxon and Medieval British Literature 	

	<ul style="list-style-type: none"> • Visual website to be used on Smart Boards to introduce new texts • Optional use of visual sites such as Prezi and YouTube that relate to literature studied • Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction
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Common Core Standards

College and Career Readiness Anchor Standard(s):

CCSS.ELA-LITERACY.CCRA.R.1; CCSS.ELA-LITERACY.CCRA.R.2; CCSS.ELA-LITERACY.CCRA.R.3;
 CCSS.ELA-LITERACY.CCRA.R.4; CCSS.ELA-LITERACY.CCRA.R.5; CCSS.ELA-LITERACY.CCRA.R.6;
 CCSS.ELA-LITERACY.CCRA.R.7; CCSS.ELA-LITERACY.CCRA.R.8; CCSS.ELA-LITERACY.CCRA.R.9;
 CCSS.ELA-LITERACY.CCRA.R.10

Strand(s): Reading Literature, Reading Informational Text, Writing, Speaking and Listening, Language

Standard(s):

CCSS.ELA-Literacy.RL.11-12. 1-7, 9-10
 CCSS.ELA-Literacy.RI.11-12. 1-10
 CCSS.ELA-Literacy.W.11-12.1-10

CCSS.ELA-Literacy.SL.11-12.1-6
 CCSS.ELA-Literacy.L.11-12.1-6

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title : Renaissance and Reformation		Unit #: Two
Course or Grade Level: English 12 CP		Length of Time: 9 Weeks
Pacing	November, January, February	
Essential Questions	<ul style="list-style-type: none"> • What is the relationship between literature and place? • How does literature shape or reflect society? • What is the relationship of the writer to tradition? 	
Content	<ul style="list-style-type: none"> • Poetry • Drama 	
Skills	<ul style="list-style-type: none"> • Examine a major theatrical work and other minor works from this time period to understand the political, religious, and individual points of view. • Identify, define and analyze the characteristics of the Renaissance Period of Literature. • Examine and describe how Renaissance writers took an interest in human life and the individual person. • Write a comparison and contrast or argumentative essay. 	
Assessments	<ul style="list-style-type: none"> • Benchmark Assessment • Chapter Quizzes • Unit Test • Open-ended short answer responses • Essays with textual support • Student and teacher created rubrics • Alternative assessments (i.e. performance based, inquiry project) • STAR Reading Assessment and Accelerated Reader Program 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Grouping • Shortened assignments • Assignment notebooks • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Art • Public Speaking • Theatre 	
Lesson resources / Activities	<ul style="list-style-type: none"> • <i>Hamlet</i> by William Shakespeare • Shakespearean Sonnets • Clips of movie adaptations for <i>Hamlet</i> • Poetry and informational text selections from text or additional resources chosen by teacher. • Visual website to be used on Smart Boards to introduce new texts. • Optional use of visual sites such as Prezi and YouTube that relate to literature studied. • Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction 	

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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title : Seventeenth and Eighteenth Century	
Unit #: Three	
Course or Grade Level: English 12 CP	Length of Time: 9 Weeks
Pacing	February, March, April
Essential Questions	<ul style="list-style-type: none"> • What is the relationship between literature and place? • How does literature shape or reflect society? • What is the relationship of the writer to tradition?
Content	<ul style="list-style-type: none"> • <i>A Modest Proposal</i> by Jonathan Swift • Various selections from poets of Seventeenth and Eighteenth Centuries • Selected short stories
Skills	<ul style="list-style-type: none"> • Examine and analyze literary and philosophical works from the seventeenth and eighteenth centuries, with attention to questions of reason and emotion, as well as art and nature. • Explain the idea of reading literature as a quest for truth, beauty, and understanding. • Identify, define, and analyze the differences between the Age of Reason and the Romantic Period. • Recognize different forms of poetry (i.e. lyric, ballad, ode) • Write an analytical essay using support from the text with a focus on clarity and precision of expression. • Examine narrative biases. • Consider and discuss the dual role of the narrator as a character and as a storyteller.
Assessments	<ul style="list-style-type: none"> • Benchmark Assessment • Chapter Quizzes • Unit Test • Open-ended short answer responses • Essays with textual support • Student and teacher created rubrics • Alternative assessments (i.e. performance based, inquiry project) • STAR Reading Assessment and Accelerated Reader Program
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Grouping • Shortened assignments • Assignment notebooks • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group <p style="text-align: center;">Include strategies aimed at assisting English Language Learners</p>
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Art • Public Speaking • Theatre
Lesson resources / Activities	<p>(The following are examples from the text. Teachers may choose from the following selections but may also select from other sources.)</p> <ul style="list-style-type: none"> • Jonathan Swift- <i>A Modest Proposal</i> • John Donne- <i>Song, A Valediction: Forbidding Mourning, Holy Sonnet 10, Meditation 17</i>

	<ul style="list-style-type: none"> • Ben Johnson- <i>On My First Son, Still to be Neat, Song: To Celia</i> • Andrew Marvell- <i>To His Coy Mistress</i> • Robert Herrick-<i>To the Virgins, to Make Much of Time</i> • Sir John Suckling-<i>Song</i> • John Milton- <i>Sonnet VII, Sonnet XIX, Paradise Lost</i> • Robert Burns- <i>To a Mouse</i> • William Blake- <i>The Lamb, The Tyger, The Chimney Sweeper, Infant Sorrow</i> • William Wordsworth- <i>Lines Composed a few Miles Above Tintern Abbey</i> • Samuel Taylor Coleridge- <i>The Rime of the Ancient Mariner</i> • George Gordon, Lord Byron- <i>She Walks in Beauty</i> • Percy Bysshe Shelley-<i>Ode to the West Wind</i> • John Keats- <i>Ode on a Grecian Urn</i> • Informational Texts connected to Seventeenth and Eighteenth Century British Literature • Visual website to be used on Smart Boards to introduce new texts. • Optional use of visual sites such as Prezi and YouTube that relate to literature studied. • Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Modernism and Postmodernism		Unit #: Four
Course or Grade Level: English 12 CP		Length of Time: 9 Weeks
Pacing	April, May, June	
Essential Questions	<ul style="list-style-type: none"> • What is the relationship between literature and place? • How does literature shape or reflect society? • What is the relationship of the writer to tradition? • What are the problems with creating a perfect society? 	
Content	<ul style="list-style-type: none"> • Short Stories • Poetry • Selections from Novels • Informational Texts 	
Skills	<ul style="list-style-type: none"> • Identify, define, and analyze characteristics of the Modern and Postmodern Periods of Literature. • Consider and write about how literary themes have changed from early British literature to Modernist literature. • Complete sample AP multiple choice and essay practice tests. • Create autobiographical Senior Memory Book. 	
Assessments	<ul style="list-style-type: none"> • Benchmark Assessment • Chapter Quizzes • Unit Test • Open-ended short answer responses • Essays with textual support • Student and teacher created rubrics • Alternative assessments (i.e. performance based, inquiry project) • STAR Reading Assessment and Accelerated Reader Program • AP Course College Board Exam 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Extended time for completion of assignments or tests • Grouping • Shortened assignments • Assignment notebooks • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group <p style="text-align: center;">Include strategies aimed at assisting English Language Learners</p>	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • History • Art • Public Speaking • Theatre 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Selections from the poetry of: William Butler Yeats, T.S. Elliot, and Dylan Thomas • Selections from short stories and novels of: Virginia Woolf, James Joyce, Arundhati Roy, Joseph Conrad, D.H. Lawrence, George Orwell, Doris Lessing, and V.S. Naipaul • Informational Texts connected to Modern/Postmodern British Literature. • Visual website to be used on Smart Boards to introduce new texts. 	

	<ul style="list-style-type: none"> • Optional use of visual sites such as Prezi and YouTube that relate to literature studied. • Padlet, Schoology, Remind, bubbl.us, Socrative, and any educational apps that the teacher finds useful for instruction
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		