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Purpose of Planning	Unit One Q1, W1-3	Unit Two Q1, W4-6	Unit Three Q1, W7-9 / Q2W10	Unit Four Q2, W11-14	Unit Five Q2, W15-18
Unit Topic and Overview:	The Anglo-Saxon and Medieval Periods (449-1485): Anglo-Saxon Epic, The Age of Chaucer, Medieval Romance *Discover…* 1. What makes a true hero? 2. Can people live up to high ideals?	The English Renaissance (1485-1660): Pastoral Poems and Sonnets, Humanism, Spiritual Writings, Metaphysical Poets *Discover…* 1. Should religion be tied to politics? 2. Why is love so complicated?	The English Renaissance (1485-1660) Drama: *Macbeth* *Discover…* 1. What role, if any, does fate play in our lives? 2. Can you ever be too *ambitious?* 3. Does power corrupt?	The Restoration and the 18th Century (1660-1798): Social Observers, Satirical Voices, Rise of Women Writers *Discover…* 1. Is satire an effective tool for changing society? 2. Can science tell us how to live?	Romanticism (1798-1832): Neoclassicism Revolt, The Lake Poets, The Late Romantics *Discover…* 1. What can people learn from nature? 2. Is emotion stronger than reason? 3. How does war change our values?

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Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have prior experience analyzing how historical context shapes a work of literature. Students should have prior experience reading various types of poetry. Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students should have prior experience reading and analyzing poetry. Students should be familiar with poetic terms, such as: • tone • mood • imagery • theme • motif • symbol Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students should have prior experience reading one of Shakespeare's works. Students should be familiar with poetic terms, such as: • rhyme scheme • iambic pentameter Students should be familiar with elements of drama, such as: • types of characters • plot diagram • types of conflict Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students should have prior experience reading historical nonfiction documents, such as essays and speeches. Students should have prior experience reading satirical works of literature. Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students should have prior experience reading and analyzing poetry. Students should be familiar with poetic terms, such as: • tone • mood • imagery • theme • motif • symbol Students should have prior experience producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?*	Essential Concepts and Questions:	Essential Concepts and Questions:	Essential Concepts and Questions:	Essential Concepts and Questions:	Essential Concepts and Questions:
	1. How do the historical contexts and cultural influences of the Anglo-Saxon and medieval periods impact the literature of the time? 2. Analyze the characteristics of epics, medieval romances, and ballads. 3. Compose a literary analysis that reflects a critical, analytical understanding of the text. Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	1. How do the historical contexts and cultural influences of the Renaissance impact the literature of the time? 2. Identify and analyze sonnets, including Shakespearean, Petrarchan, and Spenserian. 3. Interpret metaphysical conceits and analyze how they impact poetry. 4. Write an argument to support a claim in a critical review. Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. Students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	1. How is *Macbeth* an example of a tragedy? 2. Recognize various literary and poetic devices and be able to assess their function in a text. 3. Evaluate the internal motivations of the characters within *Macbeth.* Students will be able to analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning. Students will be able to analyze multiple versions of a drama, evaluating how each version interprets the source text.	1. How do the historical contexts and cultural influences of the Restoration and the 18th century impact the literature of the time? 2. Identify, analyze, and interpret satire, including Horatian and Juvenalian, in poetry and prose. 3. Identify and analyze neoclassicism as a literary style. Students will be able to analyze the use of satire in our world today as a means of persuasion. Students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	1. How did the French Revolution and its aftermath impact the literature of the time? 2. Critique a literary analysis, including an author's position and support. 3. Paraphrase complex structures to enhance comprehension. Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. Students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.

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Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.	Anchor Text • *British Literature* (Holt McDougal 2012) Literary Texts: • *Beowulf* • Excerpts from *Canterbury Tales* • Excerpts from *Sir Gawain and the Green Knight* Informational Text: • "The Origins of a Nation" • "Pilgrimages: Journeys of the Spirit"	Anchor Text • *British Literature* (Holt McDougal 2012) Literary Texts: • Selected poetry from Edmund Spenser, Francesco Petrarch, William Shakespeare, John Donne • Excerpts from *Paradise Lost* by John Milton Informational Text: • "The English Renaissance"	Anchor Text • *Macbeth* by William Shakespeare Supplemental Texts: • William Shakespeare background • Nonfiction articles related to themes found within *Macbeth* • Background on elements of tragedy	Anchor Text • *British Literature* (Holt McDougal 2012) Literary Texts: • Excerpt from *The Rape of the Lock* • Excerpt from "Gulliver's Travels" Informational Text: • "Nonfiction in the 18th Century" • "Elements of Satire" • "Elements of an Essay" • Essay: *A Modest Proposal*	Anchor Text • *British Literature* (Holt McDougal 2012) Literary Texts: • Selected poetry from William Blake, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, and John Keats Informational Text: • Background information on Romanticism • Nonfiction article regarding nature's effect on humans • Nonfiction articles on theme of war
Multi-Media Links: *Videos, presentations, any and all supplemental online material.	• Thinkcentral.com • Teacher One Stop • Student One Stop • Beowulf Comprehension Check • Beowulf Resources • TED-Ed Host of Heroes • How To Write a Literary Analysis	• Thinkcentral.com • Teacher One Stop • Student One Stop • Sonnet Instruction • How To Annotate a Poem	• Thinkcentral.com • Teacher One Stop • Student One Stop • *Macbeth* DVD • Bardweb	• Thinkcentral.com • Media Smart DVD • Teacher One Stop • Student One Stop • Gulliver's Travels Comprehension Check	• Thinkcentral.com • Media Smart DVD • Teacher One Stop • Student One Stop • War Poetry

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Instructional Practices: * Various Instructional Modalities, including Technology used				
• Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and notetaking • Large group discussion • Socratic Seminar • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects	• Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Socratic Seminar • Small group discussion / collaborative learning • Student-composed sonnets activity • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects	• Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Small group discussion / collaborative learning • Dramatic reading of *Macbeth* • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects	• Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Socratic Seminar • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects • Socratic seminar	• Bell work • Essential Question Review • Lecture with PPT/Prezi • Close Reading • Summarizing and note taking • Large group discussion • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects • Poetry analysis

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Assessments: *Types and Measurements of Mastery	Informal Assessments: • Bell work • Teacher questioning • Student contribution to discussions / Socratic Seminars • Dialectical journals/notes • Exit tickets Formal Assessments: • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature)	Informal Assessments: • Bell work • Teacher questioning • Student contribution to discussions / Socratic Seminars • Dialectical journals/notes • Exit tickets Formal Assessments: • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature)	Informal Assessments: • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets Formal Assessments: • Exam • 80% of students will be able to analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning. • 80% of students will be able to analyze multiple versions of a drama, evaluating how each version interprets the source text. • OER (open-ended response to literature)	Informal Assessments: • Bell work • Teacher questioning • Student contribution to discussions and Socratic seminars • Dialectical journals/notes • Exit tickets Formal Assessments: • Exam • 80% of students will be able to Students will be able to analyze the use of satire in our world today as a means of persuasion. • 80% of students will be able to analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature)	Informal Assessments: • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets • Poetry annotations Formal Assessments: • **FINAL EXAM** • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able to analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • OER (open-ended response to literature) / Poetry Analysis

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Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	History: Students will explore the historical context of the Anglo-Saxon Period. Etymology: Students will look at how the English language evolved throughout time. Evolution of the English Language	History: Students will explore the historical context of the Renaissance. Social Studies: Students will examine the role of religion in politics in societies around the world. Music: Students will explore the sonnet form of poetry and makes connections to contemporary music Shakespeare Sonnets - Current Influence	History: Students will explore the historical context of the Renaissance. Students will explore Shakespeare's source material, the historical Macbeth, and other issues that inform the play, such as King James' fascination with the supernatural.	History: Students will explore the historical context of the Restoration Period. Social Studies / Journalism: *Seeking Social Justice Through Satire*: Students will explore satire as a mode of critiquing society. Students develop a mock television newscast or editorial script. Mock Television Newscast or Editorial Assignment	History: Students will explore the historical context of Romanticism. Social Studies / Economics: Students will explore sources related to the lives of chimney sweepers in the early 19th century, highlighting the conditions endured by the children whose plight William Blake highlights in his poetry. The Chimney Sweeper - Injustice

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Honors Course Differentiation(s):	• Additional test questions involving higher order questioning to denote mastery • Honors Independent Reading Project: Choose *one* book from the given British literature book list to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author's background, reading response journal, vocabulary index cards, and analysis paper. ***Honors students will choose <u>four</u> books per semester from selected reading list.***	• Additional test questions involving higher order questioning to denote mastery • Honors Independent Reading Project: Choose *one* book from the given British literature book list to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author's background, reading response journal, vocabulary index cards, and analysis paper. ***Honors students will choose <u>four</u> books per semester from selected reading list.***	• Additional test questions involving higher order questioning to denote mastery • Honors Independent Reading Project: Choose *one* book from the given British literature book list to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author's background, reading response journal, vocabulary index cards, and analysis paper. ***Honors students will choose <u>four</u> books per semester from selected reading list.***	• Additional test questions involving higher order questioning to denote mastery • Honors Independent Reading Project: Choose *one* book from the given British literature book list to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author's background, reading response journal, vocabulary index cards, and analysis paper. ***Honors students will choose <u>four</u> books per semester from selected reading list.***	• Additional test questions involving higher order questioning to denote mastery • Honors Independent Reading Project: Choose *one* book from the given British literature book list to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author's background, reading response journal, vocabulary index cards, and analysis paper. ***Honors students will choose <u>four</u> books per semester from selected reading list.***
Integrated Common Core or NGSSS Standards (List): *See Below for Links	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10

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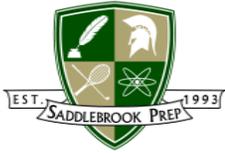| Integrated CCSS Writing Standards (List): *See Below for Links	CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.1a CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.2a CCSS.ELA-Literacy.W.11-12.3 CCSS.ELA-Literacy.W.11-12.5 CCSS.ELA-Literacy.W.11-12.9	CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.2b CCSS.ELA-Literacy.W.11-12.2d CCSS.ELA-Literacy.W.11-12.3 CCSS.ELA-Literacy.W.11-12.3b CCSS.ELA-Literacy.W.11-12.3d CCSS.ELA-Literacy.W.11-12.4	CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.2b CCSS.ELA-Literacy.W.11-12.3b CCSS.ELA-Literacy.W.11-12.3d CCSS.ELA-Literacy.W.11-12.4	CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.2b CCSS.ELA-Literacy.W.11-12.2d CCSS.ELA-Literacy.W.11-12.3 CCSS.ELA-Literacy.W.11-12.3b	CCSS.ELA-Literacy.W.11-12.1 CCSS.ELA-Literacy.W.11-12.2 CCSS.ELA-Literacy.W.11-12.2e CCSS.ELA-Literacy.W.11-12.3 CCSS.ELA-Literacy.W.11-12.3a CCSS.ELA-Literacy.W.11-12.3d CCSS.ELA-Literacy.W.11-12.3e
Links to CCSS/NGSSS Curriculum Standards:	The following links will be used to incorpotae the CCSS and other applicable standards: • The Common Core State Standard expectations in grade 12, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards				
Purpose of Planning	**Unit Six** **Q3, W19-22**	**Unit Seven** **Q3, W23-26**	**Unit Eight** **Q3, W27 / Q4, W28-31**	**Unit Nine** **Q4, W32-36**	
Unit Topic and Overview:	Romanticism (1798-1832) Novel: *Frankenstein* *Discover…* 1. What distinguishes "monsters" from humanity? 2. What are the ethical boundaries of man's scientific exploration?	The Victorians (1832-1901): Influence of Romanticism, Realism, Victorian Viewpoints *Discover…* 1. When is progress a problem? 2. Why to people fear change?	Modern and Contemporary British Literature: Orwell Short Stories *Discover…* 1. What does it mean to be *modern*? 2. Are human beings doomed to loneliness? 3. Why is there always war?	Modern and Contemporary British Literature Novel: *Lord of the Flies* *Discover…* 1. Do the ends always justify the means? 2. Is power, by its nature, corruptive? 3. What makes a leader effective?	

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Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have prior experience reading a novel. Students should have prior experience critically analyzing literature, within and across texts through discussion and writing.	Students should be familiar with poetic terms, such as: • tone • mood • imagery • theme • motif • symbol	Students should have prior experience analyzing how historical context shapes a work of literature. Students should have prior experience reading shorts stories and poetry, as well as analyzing characteristics of each genre.	Students should have prior experience reading a novel. Students should have prior experience critically analyzing literature, within and across texts through discussion and writing.	

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Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Essential Concepts and Questions:	Essential Concepts and Questions:	Essential Concepts and Questions:	Essential Concepts and Questions:	
	1. How did the French Revolution and its aftermath impact the literature of the time? 2. What parallels can be drawn between *Frankenstein* and topics in psychology, such as the effect of isolation, significance of nature/nurture, development, and parental responsibilities? Students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. Students will be able to analyze a major aspect of *Frankenstein*, such as the effect of isolation, significance of nature/nurture, development, parental responsibilities.	1. How did the Victorian era impact the literature of the time? 2. Identify and analyze characteristics of realism and naturalism in fiction. Students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. Students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	1. How do the historical contexts and cultural influences of Modernism impact the literature of the time? 2. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. 3. Analyze the development of themes or central ideas over the course of a text. Students will be able to demonstrate knowledge of foundational works of literature. Students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	1. How do the historical contexts and cultural influences of Postmodernism impact the literature of the time? 2. Draw parallels between *Lord of the Flies* and current social issues through research, analysis, and writing. Students will be able to demonstrate knowledge of foundational works of literature. Students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	

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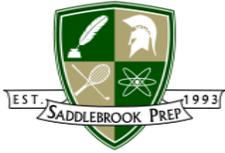
Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.	Anchor Text: *Frankenstein* by Mary Shelley Supplemental Text: • Nonfiction articles regarding multiple themes found within the novel • Scholarly journal articles tailored to students' individual research topic	Anchor Text: • *British Literature* (Holt McDougal 2012) Literary Texts: • Selected poetry by Alfred, Lord Tennyson, Robert Browning, • Excerpts from *The Importance of Being Earnest* by Oscar Wilde, Matthew Arnold, A.E. Housman, Thomas Hardy Informational Text: • Background information on the Victorian Era	Anchor Text: • *British Literature* (Holt McDougal 2012) Literary Texts: • Selected poetry by T.S. Eliot, W.H. Auden, William Butler Yeats • "The Rocking-Horse Winner" by D.H. Lawrence • "The Demon Lover" by Elizabeth Bowen • "Shooting an Elephant" by George Orwell Informational Text: • Background information on Modernism	Anchor Text: *Lord of the Flies* by William Golding Supplemental Text: • Nonfiction articles regarding multiple themes found within the novel • Scholarly journal articles tailored to students' individual research topic	
Multi-Media Links: *Videos, presentations, any and all supplemental online material.	• Thinkcentral.com • Teacher One Stop • Student One Stop • Introduction to *Frankenstein* Slideshare	• Thinkcentral.com • Teacher One Stop • Student One Stop • My Last Duchess Read Aloud	• Thinkcentral.com • Teacher One Stop • Student One Stop • Introduction to Modernist Poetry • kjg.public.iastate.edu/ Modernism.pptx	• Thinkcentral.com • Teacher One Stop • Student One Stop • Teaching LOTF with NYTimes • *Lord of the Flies* DVD	

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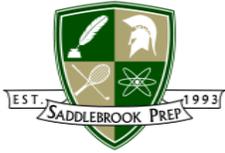| Instructional Practices: * Various Instructional Modalities, including Technology used	• Bell work • Essential Question Review • Lecture with PPT/Prezi • Summarizing and notetaking • Large group discussion • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects	• Bell work • Essential Question Review • Lecture with PPT/Prezi • Summarizing and notetaking • Practice evaluating sources • Practice paraphrasing and citing sources • Large group discussion • Small group work/ collaborative learning • Open-ended responses to compose writing • Student use of laptops for classwork and projects	• Bell work • Essential Question Review • Lecture with PPT/Prezi • Summarizing and notetaking • Large group discussion • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects	• Bell work • Essential Question Review • Lecture with PPT/Prezi • Summarizing and notetaking • Large group discussion • Small group discussion / collaborative learning • Open-ended responses to literature incorporating thesis, evidence, and analysis • Student use of laptops for classwork and projects	

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Assessments: *Types and Measurements of Mastery	Informal Assessments: • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets Formal Assessments: • Exam • 80% of students will be able to analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. • 80% of students will be able to analyze a major aspect of *Frankenstein*, such as the effect of isolation, significance of nature/nurture, development, parental responsibilities.	Informal Assessments: • Bell work • Teacher questioning • Student contribution to discussions • Working bibliography / annotated bibliography • Exit tickets Formal Assessments: • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	Informal Assessments: • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets Formal Assessments: • Exam • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	Informal Assessments: • Bell work • Teacher questioning • Student contribution to discussions • Dialectical journals/notes • Exit tickets Formal Assessments: • FINAL EXAM • 80% of students will be able to demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar themes or topics. • 80% of students will be able analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	

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Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	History: Students will explore the historical context of Romanticism. Psychology / Science: Students will explore major aspects of *Frankenstein*, such as the effect of isolation, significance of nature/nurture, development, parental responsibilities. Students will write an in-depth analysis analyzing a major aspect of *Frankenstein*.	History: Students will explore the historical context of the Victorian Age.	History: Students will explore the historical context of the Modernism and Postmodernism.	History: Students will explore the historical context of the Postmodernism. Sociology: Students will explore juvenile accountability for violent crimes through a round table discussion **Exploring Juvenile Accountability for Violent Crimes**	

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Honors Course Differentiation(s):	• Additional test questions involving higher order questioning to denote mastery • Honors Independent Reading Project: Choose *one* book from the given British literature book list to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author's background, reading response journal, vocabulary index cards, and analysis paper. ***Honors students will choose <u>four</u> books per semester from selected reading list.***	• Additional test questions involving higher order questioning to denote mastery • Honors Independent Reading Project: Choose *one* book from the given British literature book list to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author's background, reading response journal, vocabulary index cards, and analysis paper. ***Honors students will choose <u>four</u> books per semester from selected reading list.***	• Additional test questions involving higher order questioning to denote mastery • Honors Independent Reading Project: Choose *one* book from the given British literature book list to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author's background, reading response journal, vocabulary index cards, and analysis paper. ***Honors students will choose <u>four</u> books per semester from selected reading list.***	• Additional test questions involving higher order questioning to denote mastery • Honors Independent Reading Project: Choose *one* book from the given British literature book list to read. For your chosen book, complete the following complementary assignments: cultural context analysis, author's background, reading response journal, vocabulary index cards, and analysis paper. ***Honors students will choose <u>four</u> books per semester from selected reading list.***	
Integrated Common Core or NGSSS Standards (List): *See Below for Links	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.8 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.7 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10	CCSS.ELA-Literacy.RL.11-12.1 CCSS.ELA-Literacy.RL.11-12.2 CCSS.ELA-Literacy.RL.11-12.3 CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RL.11-12.5 CCSS.ELA-Literacy.RL.11-12.6 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ELA-Literacy.RL.11-12.10	

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Integrated CCSS Writing Standards (List): *See Below for Links				
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Links to CCSS/NGSSS Curriculum Standards:	The following links will be used to incorpotae the CCSS and other applicable standards: • The Common Core State Standard expectations in grade 12, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards			