

Pine Hill Public Schools Curriculum

Content Area:	English		
Course Title/ Grade Level:	English 12 Advanced		
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:	August 21, 2018		
BOE Approval Date:			

**Pine Hill Public Schools
Curriculum**

Unit Title: The Anglo-Saxon and Medieval Period/Middle Ages		Unit #: One
Course or Grade Level: English 12 Advanced		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 their themes. 	
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, epic, etc.) to Anglo-Saxon and Medieval works and identify the characteristics of each time period. • Compose open ended responses and essays that include supporting textual evidence. • Discuss guidelines for writing a college application essay and create samples. 	
Writing	<ul style="list-style-type: none"> • IXL must be taken at the beginning of the year to get the students’ reading level. • Analysis – In a journal format, students will analyze the characters and themes of their summer reading novel using textual evidence as support. • Exposition – Students will research and write an expository essay based on an aspect of Great Britain of their choice. • Informational – Students will write an informational essay based on an independent reading novel that students have chosen for a future research paper. • Focus on subject, speaker, audience, tone, voice, and purpose while writing. • Examine and apply rhetorical devices to writing. • Reinforce grammar skills such as correcting sentence fragments and run-ons, agreement, parallel structure, and active and passive voice. • Reinforce peer and individual editing skills. • Advance vocabulary skills through context. 	
Assessments	<ul style="list-style-type: none"> • British Project • 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) • Writing Portfolio 	
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 	

	<ul style="list-style-type: none"> • 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 • Informational Texts connected to Anglo-Saxon and Medieval British Literature • Additional independent reading and research • Additional essay and creative writing assignments • Inquiry projects • Cooperative, student-led learning • 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

New Jersey Student Learning Standards for English Language Arts

Anchor Standards:

NJSLSA.R1 – NJSLSA.R10
 NJSLSA.W1 – NJSLSA.W10
 NJSLSA.SL1 – NJSLSA.SL6
 NJSLSA.L1 – NJSLSA.L6

Progress Indicators:

RL.11-12.1 – RL.11-12.10
 RI.11-12.1 – RI.11-12.10
 W.11-12.1 – W.11-12.10
 SL.11-12.1 – SL.11-12.6
 L.11-12.1 – L.11-12.6

Technology Standards:

8.1.12.A.1
 8.1.12.A.2
 8.1.12.A.3

21st Century Themes

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

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

**Pine Hill Public Schools
Curriculum**

Unit Title : Renaissance and Reformation		Unit #: Two
Course or Grade Level: English 12 Advanced		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. 	
Writing	<ul style="list-style-type: none"> • Analysis – Students will choose a Renaissance poet and three poems by the writer. They will then write a comparison/contrast essay based on the poems’ subjects, speakers, audience, purpose, themes, and rhetorical devices used. Essays must cite textual evidence. • Informational – Students will write an informational essay based on an independent reading novel that students have chosen for a future research paper. • The Benchmark Essay will be based on the literature read and will incorporate textual evidence. • Focus on subject, speaker, audience, tone, voice, and purpose while writing. • Examine and apply rhetorical devices to writing. • Reinforce grammar skills as needed. • Reinforce peer and individual editing skills. • Advance vocabulary through context. 	
Assessments	<ul style="list-style-type: none"> • Benchmark Assessment • Chapter Quizzes • Unit Test • Open-ended short answer responses • Essays with textual support 	

	<ul style="list-style-type: none"> • Student and teacher created rubrics • Alternative assessments (i.e. performance based, inquiry project) • Writing Portfolio
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 • Additional independent reading and research • Additional essay and creative writing assignments • Inquiry projects • Cooperative, student-led learning • 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
New Jersey Learning Standards for English Language Arts	
Anchor Standards: NJLSA.R1 – NJLSA.R10 NJLSA.W1 – NJLSA.W10 NJLSA.SL1 – NJLSA.SL6 NJLSA.L1 – NJLSA.L6	
Progress Indicators: RL.11-12.1 – RL.11-12.10 RI.11-12.1 – RI.11-12.10 W.11-12.1 – W.11-12.10 SL.11-12.1 – SL.11-12.6 L.11-12.1 – L.11-12.6	
Technology Standards: 8.1.12.A.1 8.1.12.A.2 8.1.12.A.3	

<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title : Seventeenth and Eighteenth Century	Unit #: Three
Course or Grade Level: English 12 Advanced	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.
Writing	<ul style="list-style-type: none"> • Plagiarism/Database Discussion with Teacher and Media Specialist • Research Paper – Using informational essays from first and second marking periods, students will formulate a proposed research topic that will culminate in a research paper. Students will formulate a working thesis statement after initially examining books and databases, research the databases for

	<p>evidence to support thesis, create an outline, write an introduction, create the body of the paper including citations, write a conclusion, format the paper according to MLA, individually edit and peer edit the paper, and submit a final draft.</p> <ul style="list-style-type: none"> • Focus on subject, speaker, audience, tone, voice, and purpose while writing. • Examine and apply rhetorical devices to writing. • Reinforce grammar skills as needed. • Reinforce peer and individual editing skills. • Advance vocabulary skills through context.
Assessments	<ul style="list-style-type: none"> • 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) • Writing Portfolio
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	<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-“ Song, A Valediction: Forbidding Mourning”, “Holy Sonnet 10”, “Meditation 17” • Ben Johnson- “On My First Son”, “Still to be Neat”, “Song: To Celia” • Andrew Marvell- “To His Coy Mistress” • Robert Herrick-“To the Virgins, to Make Much of Time” • Sir John Suckling-“Song” • John Milton- “Sonnet VII”, “Sonnet XIX”, <i>Paradise Lost</i> • Robert Burns- “To a Mouse” • William Blake- “The Lamb”, “The Tyger”, “The Chimney Sweeper”, “Infant Sorrow” • William Wordsworth-“ Lines Composed a few Miles Above Tintern Abbey” • Samuel Taylor Coleridge- “The Rime of the Ancient Mariner” • George Gordon, Lord Byron-“She Walks in Beauty” • Percy Bysshe Shelley-“Ode to the West Wind” • John Keats- “Ode on a Grecian Urn” • Informational Texts connected to Seventeenth and Eighteenth Century British Literature • Additional independent reading and research • Additional essay and creative writing assignments • Inquiry projects

- Visual website to be used on Smart Boards to introduce new texts
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Technology Standards:

8.1.12.A.1
 8.1.12.A.2
 8.1.12.A.3

21st Century Themes

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

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

**Pine Hill Public Schools
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Unit Title: Modernism and Postmodernism

Unit #: Four

Course or Grade Level: English 12 Advanced

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. • Create autobiographical Senior Memory Book. • Letter Writing
Writing	<ul style="list-style-type: none"> • Analysis – Students will write an analytical essay based on a literary work read and incorporate textual evidence. • Narrative – Students will create an autobiographical Senior Memory Book. • The Benchmark Essay will be based on the literature read and will incorporate textual evidence.
Assessments	<ul style="list-style-type: none"> • Project 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) • Benchmark Test • Writing Portfolio
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>The Importance of Being Earnest</i> by Oscar Wilde • Selections from the poetry of: William Butler Yeats, T.S. Eliot, 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 • Additional independent reading and research • Additional essay and creative writing assignments • Inquiry projects

- Cooperative, student-led learning
- Visual website to be used on Smart Boards to introduce new texts
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Technology Standards:

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 8.1.12.A.2
 8.1.12.A.3

21st Century Themes

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

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