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SEC 300

22 January 2013

**Spring 2013 Curriculum Plan**

*English IV- British Literature*

Common Core Standards Codes: **RL-**Reading Literature; **W-** Writing

**RI-** Reading Informational Text; **SL-** Speaking and Listening; **L-** Language

**First Nine Weeks:**

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| **Unit 1: Angelo-Saxan and Medieval Periods**  1/24-2/4 | |
| Introduction & Questions of the Times: What makes a true hero? Who really does shape society? Does fate control our lives?   * Introduction: The Angelo-Saxon and Medieval Periods (449-1485) * The Age of Chaucer:   + *Canterbury Tales* by Geoffrey Chaucer | **North Carolina English Language Arts Common Core Grades 11-12**    **RL 9:** Knowledge of foundational works of that time; **RI 9:** Analyze historical documents for their themes, purpose, and rhetorical features; **RI 7:** Using different medias to address essential questions; **W 7**: Short research to answer a question; **W 8**: Gather relevant information/integrate information; **SL 1**: Collaborative discussions; **L 1a**: Understand matters change over time  **RL 1**: Key Ideas and Details; **RL 3**: Analyze author’s impact; **RL 10**: Range of Reading and Text Complexity; **L 4**: Vocabulary Acquisition and Use; **L** **6**: Acquire/Use of Vocab. for accurate reading, writing, speech. |
| * Writing Workshop: Analysis of a Poem (Analytical Essay) & Presentation of Text Interpretation   *Presenting An Analysis*   * + Planning/Prewriting   + Drafting/Practice   + Revising   + Editing and Publishing/Presenting | **RL 2:** Determine themes/central ideas; **RI 3:** Analyze complex sequential ideas; **W 2a-f**: Text Types and Purposes; **W 4**: Produce clear and coherent writing; **W 5**: Develop and strengthen writing; **W 9a**: Draw evidence from literary text; **W 10**: Write routinely over time frames; **L1**: Demonstrate conventions of English grammar; **L 3**: Apply knowledge of language; **L 2**: Capitalization, Punctuation, and Spelling; **SL 3**: Point of View; **SL 4**: Present information, evidence, perspective; **SL 6**: Adapt speech to contexts and tasks |

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| **Unit 2: The English Renaissance**  2/5-3/1 | |
| Introduction & Questions of the Times: Should religion be tied to politics? Why is love so complicated? What is the ideal society? Why do people seek power?   * Introduction: The English Renaissance: 1485-1660 * The Sonnet Form/Introduction   + *The Passionate Shepard to His Love*   + *The Nymph’s Reply to the Shepard* * William Shakespeare’s *The Tragedy of Macbeth* | **North Carolina English Language Arts Common Core Grades 11-12**    **RL 9**:Knowledge of foundational works; **RI 9**: Analyze documents of literary significance; **RI 7**: Integrate multiple sources of information; **W 7**: Conduct short/more sustained research; **W 8**: Gather relevant information; **SL 1**: Collaborative discussions; **L 1a:** Understand material changes over time  **RL 4:** Determine meaning of words/phrases; **RL 5**: Analyze author’s choices concerning specific parts of speech; **RL 9**: Demonstrate knowledge of specific era  **RL 3**: Analyze impact of author’s choices; **RL 5**: Author’s choice with overall structure; **RL 4**: Determine meaning of words and phrases; **W 1**: Write arguments to support claims in analysis; **W 1c:** Use words/phrases to link major sections of the text; **W 9**: Draw evidence from text to support analysis; **L 3a**: Vary syntax for effect |
| * Writing Workshop: Choose alternative Renaissance piece   + Complete analytical evaluation of piece   + Create PowerPoint presentation summarizing/ comparing chosen work to Renaissance pieces as a whole * John Milton’s *Paradise Lost* | **RL 2:** Determine two or more themes/central ideas; **RL 7**: Analyze multiple interpretations; **RL 9:** Demonstrate knowledge of time era; **W 2:** Write informative/explanatory texts to examine complex ideas; **W 7**: Conduct short research projects; **W 8:** Gather relevant information from various sources; **SL 4**: Present information and findings; **SL 5**: Make strategic use of digital media; **L 5:** Demonstrate understanding of figurative language  **RL 4**: Determine the meaning of words/phrases in difficult text; **RL 10**: Read and comprehend complex text proficiently **L 3a:** Vary syntax/diction for consulting aids |
| **Unit 3: The Restoration and the 18th Century**  3/4-3/22 | |
| Introduction & Questions of the Times: What can fix society’s problems? Can science tell us how to live? What topics are newsworthy? What is a woman’s role in public life?   * Introduction: The Restoration and the 18th Century: 1660-1798 * Text Analysis Workshop: Satire * Jonathan Swift’s *Gulliver’s Travels* * Writing Workshop: Persuasive Essay | **North Carolina English Language Arts Common Core Grades 11-12**    **RL 9:** Demonstrate knowledge of time era; **RI 9**:Analyze documents; **RI 7:** Integrate and evaluate multiple sources; **W 1:** Write arguments to support claims; **W 7**: Conduct sustained research; **SL 1:** Initiate and participate effectively in discussions; **L 1a:** Understand that usage can change over time  **RL 6:** Analyze with grasping point of view; **RI 4**: Determine meaning of words/phrases; **W 1d:** Establish/maintain formal style; **W 12.2**: Write informative texts to examine; **SL** **6:** Adapt speech to variety of texts  **RL 6:** Analyze case with point of view; **RL 7**: Analyze multiple interpretations; **RL 9**: Demonstrate knowledge of time era; **RL 10**: Comprehend complex literary piece; **RI 2**: Determine two or more central ideas; **L 4**: Clarify meaning; **L 5:** Demonstrate understanding of figurative language  **W 1a-e W 4 W 5 W 8 W 10 L 1 L 2** |

**Second Nine Weeks:**

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| **Unit 4: The Flowering of Romanticism**  4/2-4/19 | |
| Introduction & Questions of the Times: What can people learn from nature? Is emotion stronger than reason? When is the ordinary extraordinary? How does war change our values?   * Introduction: The Flowering of Romanticism: 1798-1832 * Mary Shelley’s *Frankenstein* * Poetry Workshop   + Various Odes   + Various Sonnets | **North Carolina English Language Arts Common Core Grades 11-12**  **RL 9**: Demonstrate knowledge of time era; **RI 7**: Evaluate multiple sources; **W 7**: Conduct short, sustained research;  **W 8**: Gather relevant information; **SL 1:** Initiate and participate in discussions; **L 1a**: Apply understanding to conventions.  **RL 3**: Analyze impact of author’s choices; **RL 5**: Author’s choice with overall structure; **RL 4**: Determine meaning of words and phrases; **W 1**: Write arguments to support claims in analysis; **W 1c:** Use words/phrases to link major sections of the text; **W 9**: Draw evidence from text to support analysis; **L 3a**: Vary syntax for effect  **RL 5**: Analyze how author’s choices impact text; **RL 9**: Demonstrate knowledge of time era; **RI 1**: Cite strong and textual evidence; **RI 4**: Determine meaning of words and phrases; **W 2b:** Develop text with most important facts; **W 4:** Produce clear coherent writing; **L3:** Apply knowledge to text |

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| **Unit 5: The Victorians**  4/22-5/17 | |
| Introduction and Questions of the Times: When is progress a problem? Can values be imposed? Is it better to escape or face reality? Why do people fear change?   * Introduction: The Victorians: 1832-1901 * Emily Bronte’s *Wuthering Heights* * Writing Workshop: Informative Text | **North Carolina English Language Arts Common Core Grades 11-12**    **RL 9:**Demonstrate a knowledge of time era; **RI 9:** Analyze texts of time era; **RI 7:** Integrate and evaluate information; **W 1:** Write arguments to support analysis claims; **W 7:** Conduct sustained research; **SL 5:** Make strategic use of digital media; **L 1a: A**pply understanding text is conventional  **RL 3**: Analyze impact of author’s choices; **RL 5**: Author’s choice with overall structure; **RL 4**: Determine meaning of words and phrases **SL 2:** Integrate multiple sources of information; **SL 6:** Analyze speech to variety of texts; **W 1**: Write arguments to support claims in analysis; **W 1c:** Use words/phrases to link major sections of the text; **W 9**: Draw evidence from text to support analysis; **L 3a**: Vary syntax for effect  **W 2a-f:** Write informative texts and convey complex ideas; **W 4:** Produce coherent writing; **W 5:** Develop and strengthen writing; **W 9b:** Reading nonfiction; **W 10:** Write routinely over extended time; **L 1:** Traditional expressions; **L 2:** Comma Slices |
| **Unit 6: Modern and Contemporary Literature**  5/20-5/31 | |
| Introduction and Questions of the Times: What does it mean to be modern? Are we all alone? How important is culture? Why is there always war?   * Introduction: Modern and Contemporary Literature: 1901-Present * George Orwell’s *Animal Farm* * Writing Workshop: Personal Narrative * Speaking and Listening Workshop: Participating in Job/College Interviews | **North Carolina English Language Arts Common Core Grades 11-12**    **RL 9:** Demonstrate of knowledge of time era; **RI 7:** Analyze multiple interpretations of story; **RI 9:** Analyze literary works of particular era; **W 7:** Conduct sustained research; **W 8:** Gather relevant information; **SL 1:** Initiate and participate effectively in discussions  **RL 3**: Analyze impact of author’s choices; **RL 5**: Author’s choice with overall structure; **RL 4**: Determine meaning of words and phrases **SL 2:** Integrate multiple sources of information; **SL 6:** Analyze speech to variety of texts; **W 1**: Write arguments to support claims in analysis; **W 1c:** Use words/phrases to link major sections of the text; **W 9**: Draw evidence from text to support analysis; **L 3a**: Vary syntax for effect  **W 3a-e:** Write narratives using effective technique; **W 4:** Produce clear writing; **W 5:** Develop and strengthen writing; **W 10:** Write routinely over time frames; **L 3a:** Apply knowledge of language; **L 1a-b: D**emonstrate command of conventions; **SL 1a:** Prepared discussions; **SL 6:** Adapt speech variety of texts; **L 1:** Demonstrate conventions of English and grammar  **SL 1a:** Come to discussions prepared; **SL 6:** Adapt speech to variety of contexts; **L 1:** Demonstrate command of conventions of English and grammar |

**1. Pick one grade:** 9 -12. \_\_\_\_12\_\_\_\_

**2. Pick a course you want to teach.** \_\_ English IV, British Literature\_\_\_\_\_\_

4. Calendars

Then download both the following calendars from New Hanover Schools.

<http://www.nhcs.net/calendars.htm>

One is the traditional school calendar. The other is the testing calendar.

Assume you were hired for New Hanover County Schools this past year.

1. How many grading periods do you have? \_\_2\_\_
2. How many instructional days per grading period? \_\_47, 41\_\_
3. How many days will reserved for teacher work days and testing? \_\_3\_\_\_

**5. Curriculum Mapping**

Look over the following before we make our curriculum plan: (Give brief answers but please look them over!)

1. What the students have been expected to learn during their past school years?

The standards are the same for English III and English IV. They will most likely (and hopefully) have some knowledge and experience with the standards. Students will have some experience with research, persuasive, and narrative papers but not to the extent estimated in these particular standards. They will also have a basic knowledge about grammar and punctuation from their English I and II courses.

1. What the students are to learn during the present school year?

Students will take their analytical approaches to literature further in these courses and deepen their critical evaluations of text and contexts. Reading and comprehensions will be expected to be on an upper level standard. Utilization of technological programs are suggested, as well as in-depth discussions and interpreted speech. Students will learn to read and comprehend multiple forms of literature as well as learn to build writing skills through writing research papers, persons narratives, and gathering relevant information.

1. What they are going to be required to learn in future grades?

Students will be expected to continue master of standards into their post-secondary careers, as well as cross-curriculum studies and assignments.

**Standards not covered in course:**

SL 12. 1 d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all side of an issue.

L 12. 5 b: Analyze nuances in the meaning of words with similar denotations.

**Supplemental Resources for textbook:**

[www.thinkcentral.com](http://www.thinkcentral.com)

<http://www.pbs.org/teachers/connect/resources/6912/preview/>

<http://www.wwnorton.com/college/english/nael/>

<http://www.britannica.com/EBchecked/topic/188217/English-literature/12806/The-Renaissance-period-1550-16605>

<http://www.online-literature.com/periods/renaissance.php>

**Textbook Used**

Holt McDougal: Literature: British Literature (2012).