

IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	British Literature		

Unit / Concept	Unit 1: Origin of a Nation: The Anglo-Saxon and Medieval Periods					
Big Ideas	Fate, heroism, societal dilemmas, government control, good versus evil, supernatural elements, perilous journeys, sovereignty, codes of chivalry, romance, historical significance, primary versus secondary sources					
Essential Questions	<ul style="list-style-type: none"> • What makes someone a hero? • What is true chivalry? • Can we control our fate? • What happens when a society unravels? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Analyze characteristics of an epic poem • Analyze Old English poetry • Analyze narrator • Analyze conflict • Make predictions • Analyze characterizations • Make inferences • Analyze Tone 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 1
September 2021	from Beowulf <ul style="list-style-type: none"> • Analyze characteristics of epic poems and the techniques of Old English poetry • Conduct research about epic poems of various cultures • Write a poem about a person with strong ideals and values • Present a dramatic passage with appropriate expression • Use context to distinguish homophones • Identify and apply devices that create mood 	from Beowulf <ul style="list-style-type: none"> • Guided notes • Critical Vocabulary • Small group: jigsaw - reading • Check your understanding • Analyze the text • Research different epic poems in history • Write a poem • Present an epic from "The Wife of Bath's Tale" <ul style="list-style-type: none"> • Guided notes • Double-entry journal 	CC.1.3.11-12.K CC.1.3.11-12.A CC.1.3.11-12.J CC.1.2.11-12.A CC.1.4.11-12.S CC.1.2.11-12.J CC.1.2.11-12.F CC.1.2.11-12.J CC.1.3.11-12.C CC.1.4.11-12.V CC.1.3.11-12.G CC.1.4.11-12.Q CC.1.4.11-12.X CC.1.4.11-12.N CC.1.4.11-12.P	L.F.1.1 L.F.1.3 L.F.2.3 L.N.1.3 L.N.2.3 L.F.2.1 L.N.2.1 L.N.1.1 L.N.2.4 L.F.2.5	L.F.1.3.1 L.F.1.3.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3 L.N.2.3.4	<ol style="list-style-type: none"> 1. Collapse 2. Displace 3. Military 4. Violate 5. visual

	<p>from “The Wife of Bath’s Tale”</p> <ul style="list-style-type: none"> Analyze structure and narrator Research laws concerning women’s roles in England during the Middle Ages Write a short story Present a short story with expression Compare usage of words Understand inverted sentences <p>from Le Morte D’Arthur</p> <ul style="list-style-type: none"> Analyze conflict and make predictions Conduct research about King Arthur Write a character sketch Direct a scene Use context to define multiple-meaning words Identify tone <p>“Chivalry”</p> <ul style="list-style-type: none"> Analyze characterization and fantasy Conduct research about Sir Galahad Write a fantasy scene Dramatize a fantasy scene Use context clues to determine the meaning of words and phrases Identify appositives and appositive phrases <p>from “The Paston Letters”</p> <ul style="list-style-type: none"> Analyze primary sources and make inferences Conduct research about the Wars of the Roses Write a short dramatic scene with dialogue Consult a dictionary Identify subject-verb agreement 	<ul style="list-style-type: none"> Check your understanding Analyze the text Research women’s roles in Middle Ages Write a short story Present a short story <p>from Le Morte D’Arthur</p> <ul style="list-style-type: none"> Guided notes Critical vocabulary Whole group reading Think-pair-share Check your understanding Analyze the text Research King Arthur facts and myths Create a hero Direct a scene <p>“Chivalry”</p> <ul style="list-style-type: none"> Discuss chivalry Numbered heads together: small group Critical vocabulary Check your understanding Analyze the text Research Sir Galahad Write a fantasy scene Present the scene <p>from “The Paston Letters”</p> <ul style="list-style-type: none"> Guided notes Reciprocal teaching: Small group Small group reading Critical vocabulary Check your understanding Analyze the text Research Wars of the Roses Write a short dramatic scene Enact the scene <p>“My Syrian Diary”</p> <ul style="list-style-type: none"> Guided notes Discuss letters versus diary entries 	<p>CC.1.4.11-12.Q .2 CC.1.2.11-12.L CC.1.2.11-12.C CC.1.4.11-12.O CC.1.3.11-12.B CC.1.2.11-12.B CC.1.2.11-12.E CC.1.2.11-12.D</p>		<p>L.N.2.3.5 L.N.2.3.6 L.F.2.1.1 L.F.2.1.2 L.N.2.1.1 L.N.2.1.2 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.4.1 L.N.2.4.2 L.N.2.4.3 L.N.2.4.4 L.N.2.4.5 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p>	
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	<p>“My Syrian Diary”</p> <ul style="list-style-type: none"> ● Evaluate author’s purpose ad connect to text ● Conduct research about Arab Spring protests ● Write a compare and contrast essay ● Review connections to diaries ● Use Latin roots to determine meaning ● Distinguish between formal and informal language <p>“The Wanderer” / “Loneliness”</p> <ul style="list-style-type: none"> ● Analyze tone ● Conduct research about grief ● Create an imagery board ● Discuss poetry 	<ul style="list-style-type: none"> ● Critical vocabulary ● Whole group reading ● Check your understanding ● Analyze the text ● Research the Syrian Civil War and Arab Spring ● Write a compare-and-contrast essay ● Share and discuss connections <p>“The Wanderer” / “Loneliness”</p> <ul style="list-style-type: none"> ● Monitor comprehension ● Check your understanding ● Analyze the texts ● Research emotional responses ● Create an imagery board ● Discuss the poems 				
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a short story, create a hero, compare and contrast essay					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel					

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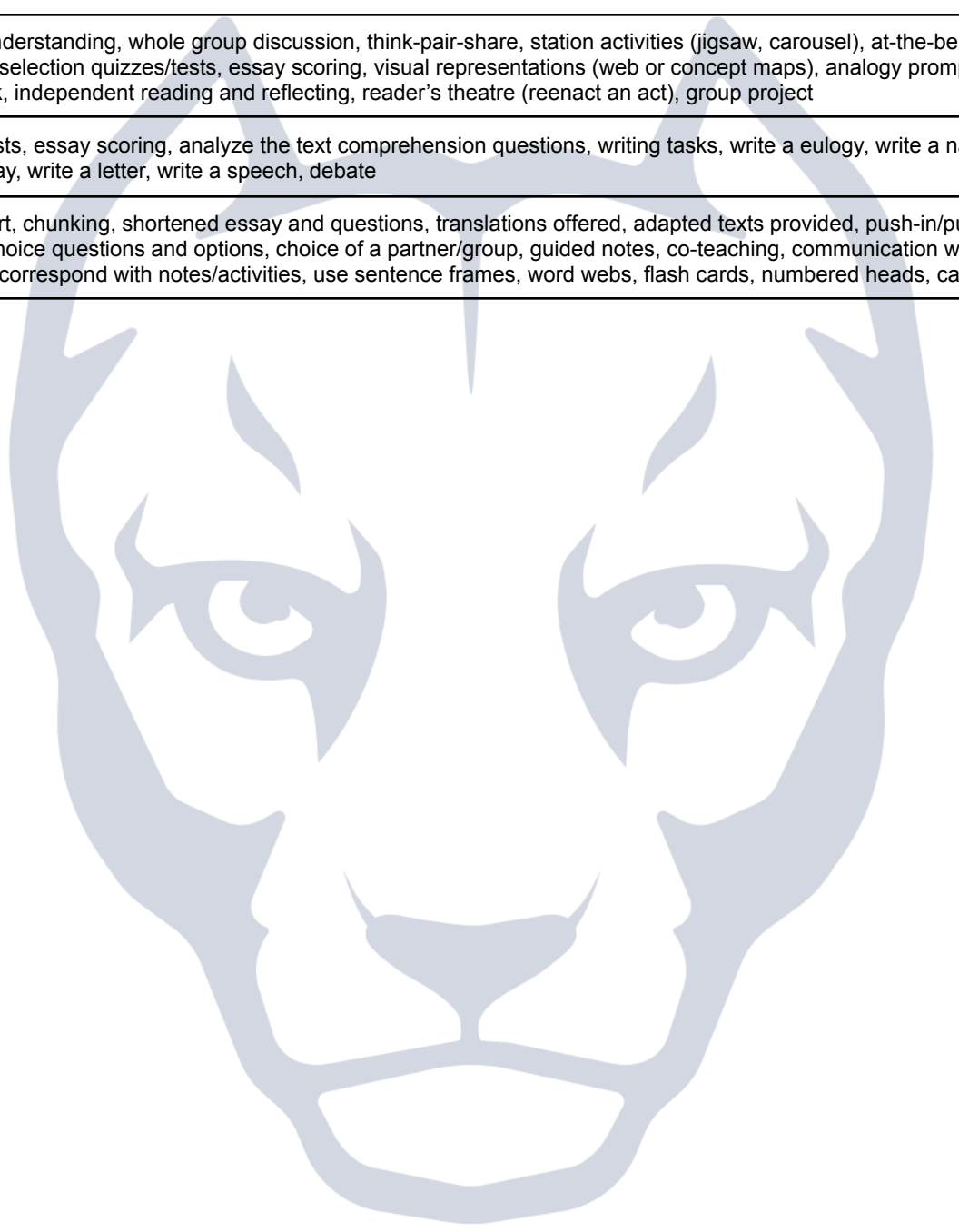
Content Area	English Language Arts	Grade	12
Course Name	British Literature		

Unit / Concept	Unit 2: A Celebration of Human Achievement: The English Renaissance					
Big Ideas	Revenge, love versus passion, societal expectations, shakespearean drama, hero's downfall, tragedy, arguments, iambic pentameter, sentiment and emotion, death, love, and loss					
Essential Questions	<ul style="list-style-type: none"> • What can drive someone to seek revenge? • How does time affect our feelings? • What's the difference between love and passion? • How can you defy expectations? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Analyze dramatic plot • Analyze conflict • Analyze soliloquy, monologue, and aside • Analyze arguments • Analyze key ideas • Analyze sonnets • Analyze metaphysical conceits • Interpret figurative language • Analyze speaker • Analyze rhetorical devices • Analyze text features 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 2
October 2021	from <i>The Tragedy of Hamlet</i> <ul style="list-style-type: none"> • Analyze dramatic plot and conflict • Conduct research about mental illness in the renaissance • Write a eulogy for a character in Hamlet • Discuss a script • Explain classical illusions • Identify and define paradoxes • Write to describe a character 	from <i>The Tragedy of Hamlet</i> <ul style="list-style-type: none"> • Guided notes • Critical Vocabulary • Triple-entry journal • Silent sustained reading • Whole-group reading • Analyze the text • Research mental illness during the renaissance • Write a eulogy • Discuss the script • Reader's theatre 	CC.1.3.11-12.K CC.1.4.11-12.S CC.1.2.11-12.F CC.1.3.11-12.G CC.1.3.11-12.C CC.1.3.11-12.J CC.1.2.11-12.J CC.1.5.11-12.D CC.1.5.11-12.E CC.1.3.11-12.A CC.1.4.11-12.V CC.1.4.11-12.N	L.F.1.1 L.F.1.3 L.F.2.3 L.N.1.3 L.N.2.3 L.F.2.1 L.N.2.1 L.N.1.1 L.N.2.4 L.F.2.5	L.F.1.3.1 L.F.1.3.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.3.1	<ol style="list-style-type: none"> 1. Ambiguous 2. Anticipate 3. Conceive 4. Drama 5. Integrity

	<p>from “Hamlet” - Film Clip by BBC Shakespeare</p> <ul style="list-style-type: none"> Analyze interpretations of drama Conduct research about another film adaptation of <i>Hamlet</i> Write a narrative about revenge Produce and present a movie trailer about a story Write dialogue for a story <p>from “Hamlet’s Dull Revenge”</p> <ul style="list-style-type: none"> Analyze arguments and key ideas Conduct research on theories of Rene Girard Write an argument Summarize an argument Define domain-specific words and phrases Combine sentences Rephrase key ideas in an argument <p>from “Sonnet 30/Sonnet 75”</p> <ul style="list-style-type: none"> Analyze sonnets and summarize poetry Conduct research about Edmund Spenser’s literary career Write a sonnet Present a sonnet Write using connecting words <p>from “A Valediction: Forbidding Mourning”</p> <ul style="list-style-type: none"> Analyze metaphysical conceits and interpret ideas in poetry Conduct research about the works of John Donne Write a poem containing a metaphysical conceit Present a poem 	<p>from “Hamlet” - Film Clip by BBC Shakespeare</p> <ul style="list-style-type: none"> Guided viewing notes Notice and notes Writing narratives Double-entry journals Produce a movie trailer <p>from “Hamlet’s Dull Revenge”</p> <ul style="list-style-type: none"> Think-pair-share Pinwheel discussion Critical vocabulary Check your understanding Analyze the text Research theories of human motivation Write an argument Discuss an interpretation <p>from “Sonnet 30/Sonnet 75”</p> <ul style="list-style-type: none"> Numbered heads together Three-minute review Summarize poetry Check your understanding Analyze the text Research English Renaissance Write a sonnet Present the sonnets <p>from “A Valediction: Forbidding Mourning”</p> <ul style="list-style-type: none"> Reciprocal teaching Think-pair-share Check your understanding Analyze the text Research John Donne Write an essay Present an essay <p>from “To His Coy Mistress / Twenty-One Love Poems (Poem III)”</p> <ul style="list-style-type: none"> Small group activity: activating academic 	<p>CC.1.5.11-12.F CC.1.4.11-12.O CC.1.2.11-12.L CC.1.2.11-12.E CC.1.3.11-12.B CC.1.2.11-12.B CC.1.2.11-12.D CC.1.4.11-12.X CC.1.4.11-12.I CC.1.4.11-12.H.1 CC.1.4.11-12.H CC.1.3.11-12.I CC.1.2.11-12.A CC.1.4.11-12.D CC.1.4.11-12.U CC.1.4.11-12.K.2 CC.1.4.11-12.T</p>		<p>L.N.2.3.2 L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.3.6 L.F.2.1.1 L.F.2.1.2 L.N.2.1.1 L.N.2.1.2 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.4.1 L.N.2.4.2 L.N.2.4.3 L.N.2.4.4 L.N.2.4.5 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p>	
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	<ul style="list-style-type: none"> Describe images related to familiar concepts <p>from “To His Coy Mistress / Twenty-One Love Poems (Poem III)”</p> <ul style="list-style-type: none"> Interpret figurative language and analyze speaker Conduct research about Cavalier and metaphysical schools of poetry Write a letter Discuss letters Write using first person point of view <p>from “Speech Before the Spanish Armada Invasion”</p> <ul style="list-style-type: none"> Analyze rhetorical devices and connects to history Conduct research about the Spanish Armada Write a speech with rhetorical devices Present a speech Understand vocabulary usage Spell commonly misspelled words Discuss persuasive techniques in speeches <p>from “For Army Infantry’s First Women, Heavy Packs and the Weight of the History”</p> <ul style="list-style-type: none"> Analyze text features and summarize text Conduct research about famous female military leaders Write notes for a debate Conduct a debate Identify foreign words and phrases Use dashes and hyphenation Discuss an image using descriptive words 	<p>vocabulary</p> <ul style="list-style-type: none"> Double-entry journals Analyze speaker/POV Check your understanding Analyze the texts Research Cavalier and Metaphysical Write a letter Discuss the letter Collaborate and compare <p>from “Speech Before the Spanish Armada Invasion”</p> <ul style="list-style-type: none"> Reciprocal teaching Think-pair-share Critical vocabulary Check your understanding Analyze the text Research the Spanish Armada Write a speech Present a speech <p>from “For Army Infantry’s First Women, Heavy Packs and the Weight of the History”</p> <ul style="list-style-type: none"> Small group: three-minute review Think-pair-share Critical vocabulary Check your understanding Analyze the text Research female military leaders in history Prepare notes for a debate Debate Collaborate and compare 				
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					

Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting, reader's theatre (reenact an act), group project
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a eulogy, write a narrative, write an argument, write a sonnet, write an essay, write a letter, write a speech, debate
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, No Fear Shakespeare



IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	British Literature		

Unit / Concept	Unit 3: Tradition and Reason: The Restoration and the 18th Century					
Big Ideas	Satire, motivation, personal experiences, memorable experiences, social and political equality, feminism, modern plagues, health scares					
Essential Questions	<ul style="list-style-type: none"> • How can satire change people's behavior? • What is your most memorable experience? • What keeps women from achieving equality with men? • Why are plagues so horrifying? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Analyze satire • Analyze mock epic • Understand author's purpose • Analyze tone • Connect to history • Evaluate arguments • Analyze counterarguments • Analyze graphic features • Analyze historical setting • Analyze narrator 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 3
January 2022	<p>From "The Rape of a Lock"</p> <ul style="list-style-type: none"> • Analyze satire, heroic couplets, and mock epics • Conduct research about 18th century aristocratic culture • Write a rhymed satirical poem • Discuss a poem • Identify rhyming words in poetry <p>From A Modest Proposal</p> <ul style="list-style-type: none"> • Analyze satirical devices and understand the author's 	<p>From "The Rape of a Lock"</p> <ul style="list-style-type: none"> • Guided notes • Critical vocabulary • Small group • Sustained silent reading • Check your understanding • Analyze the text • Research Aristocratic culture • Write a rhymed satirical poem • Discuss a poem <p>From A Modest Proposal</p>	CC.1.4.11-12.V CC.1.2.11-12.I CC.1.3.11-12.J CC.1.2.11-12.J CC.1.2.11-12.F CC.1.3.11-12.A CC.1.3.11-12.C CC.1.2.11-12.E CC.1.2.11-12.D CC.1.3.11-12.K CC.1.4.11-12.S CC.1.4.11-12.H.1 CC.1.3.11-12.G	L.F.1.1 L.F.1.3 L.F.2.3 L.N.1.3 L.N.2.3 L.F.2.1 L.N.2.1 L.N.1.1 L.N.2.4 L.F.2.5	L.F.1.3.1 L.F.1.3.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.3.1 L.N.2.3.2	<ol style="list-style-type: none"> 1. Encounter 2. Exploit 3. Persist 4. Subordinate 5. Widespread

	<p>purpose</p> <ul style="list-style-type: none"> • Conduct research about the 18th century life in Ireland • Write a satirical essay • Discuss an essay • Use context clues • Use active and passive voice • State an opinion using the key phrase <i>I think</i> <p>From “Satire is Dying Because the Internet is Killing It”</p> <ul style="list-style-type: none"> • Analyze development of ideas and tone • Conduct research on satires • Write a satire • Discuss an editorial • Use context clues and antonyms • Identify effective words, adjectives, and concrete nouns • Use formal and informal language to adapt tone <p>From “The Journal and Letters of Fanny Burney: An Encounter with King George III”</p> <ul style="list-style-type: none"> • Connect to history and make inferences • Conduct research about the novels of Fanny Burney • Write a diary entry • Discuss a diary entry • Use context clues and synonyms • Use reflexive and intensive pronouns • Justify inferences using connecting words <p>From A Vindication of the Rights of Woman</p> <ul style="list-style-type: none"> • Evaluate arguments and analyze counterarguments • Conduct research about the 	<ul style="list-style-type: none"> • Guided notes • Critical vocabulary • Double-entry journal • Send a problem • Check your understanding • Analyze the text • Research life in Ireland during the 18th century • Write a satirical essay • Discuss the satirical essay <p>From “Satire is Dying Because the Internet is Killing It”</p> <ul style="list-style-type: none"> • Guided notes • Think-pair-share • Pinwheel discussion • Critical vocabulary • Check your understanding • Analyze the text • Research contemporary satires • Write a satire • Discuss the editorial <p>From “The Journal and Letters of Fanny Burney: An Encounter with King George III”</p> <ul style="list-style-type: none"> • Guided notes • Numbered heads together • Three-minute review • Critical vocabulary • Check your understanding • Analyze the text • Research Burney’s novels • Write a diary entry • Discuss a diary entry <p>From A Vindication of the Rights of Woman</p> <ul style="list-style-type: none"> • Guided notes • Reciprocal teaching • Think-pair-share • Critical vocabulary • Check your understanding • Analyze the text • Research writers and their 	<p>CC.1.2.11-12.C CC.1.3.11-12.B CC.1.2.11-12.B CC.1.4.11-12.N CC.1.4.11-12.P CC.1.4.11-12.O CC.1.4.11-12.H CC.1.2.11-12.L CC.1.4.11-12.Q CC.1.4.11-12.U CC.1.4.11-12.X CC.1.4.11-12.T CC.1.4.11-12.Q.2</p>		<p>L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.3.6 L.F.2.1.1 L.F.2.1.2 L.N.2.1.1 L.N.2.1.2 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.4.1 L.N.2.4.2 L.N.2.4.3 L.N.2.4.4 L.N.2.4.5 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p>	
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	<p>worlds of Jean-Jacques Rousseau and Dr. John Gregory</p> <ul style="list-style-type: none"> • Write an argument • Give a persuasive speech • Identify literary allusions • Use coordinating and subordinating conjunctions • Respond respectfully to counterarguments <p>From “Education Protects Women from Abuse”</p> <ul style="list-style-type: none"> • Make predictions and analyze graphic features • Conduct research about the education of women and girls worldwide • Write an analysis of graphic features • Create and present a graphic • Identify greek roots and prefixes • Use direct and indirect quotations • Discuss and retell information from graphic features <p>From A Journal of the Plague Year</p> <ul style="list-style-type: none"> • Analyze historical setting and narrator • Conduct research about the bubonic plague of 1665 • Write notes for a problem-solution essay • Discuss a presentation • Identify denotations and connotations • Use participles and participial phrases • Discuss denotations and connotations <p>From Inferno: A Doctor’s Ebola Story</p> <ul style="list-style-type: none"> • Analyze author’s perspective 	<p>philosophy on female education</p> <ul style="list-style-type: none"> • Write an argument • Give a persuasive speech • Collaborate and compare <p>From “Education Protects Women from Abuse”</p> <ul style="list-style-type: none"> • Guided notes • Small group • Three-minute review • Jigsaw • Critical vocabulary • Check your understanding • Analyze the text • Research inequalities in education • Write an analysis • Adapt and present • Collaborate and compare <p>From A Journal of the Plague Year</p> <ul style="list-style-type: none"> • Guided notes • Reciprocal teaching • Think-pair-share • Critical vocabulary • Check your understanding • Analyze the text • Research England prior to the plague • Write notes for a problem-solution essay • Discuss <p>From Inferno: A Doctor’s Ebola Story</p> <ul style="list-style-type: none"> • Guided notes • Small group • Give one, get one • Sustained silent reading • Critical vocabulary • Check your understanding • Analyze the text • Research mental response in left and right hemispheres • Take informal notes 				
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	<ul style="list-style-type: none"> and connect to memoirs • Conduct research about how the brain processes information • Take informal notes • Create an informational poster • Understand classical allusions • Use subordinate clauses • Identify words and phrases that show author's perspective 	<ul style="list-style-type: none"> • Create an informational poster 				
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a personal narrative, present a narrative					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, No Fear Shakespeare					

IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	British Literature		

Unit / Concept	Unit 4: Emotion and Experimentation: The Flowering Romanticism					
Big Ideas	Nature, difference between urban, suburban, and rural viewpoints, culture, beauty, dangers of science experiments, ethical dilemmas, external versus internal factors, science fiction					
Essential Questions	<ul style="list-style-type: none"> • What can nature offer us? • How do you define beauty? • How can science go wrong? • What shapes your outlook on life? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Analyze romantic poetry • Analyze imagery • Analyze stanza structure • Analyze rhyme scheme • Analyze science fiction • Analyze motivation • Evaluate essay • Analyze form • Analyze diction • Analyze symbols 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 4
February 2022	<p><i>From</i> “Lines Composed a Few Miles Above Tintern Abbey,” “Composed Upon Westminster Bridge, September 3, 1802,” and “I Wandered Lonely as a Cloud”</p> <ul style="list-style-type: none"> • Analyze romantic poetry and imagery. • Conduct research about places in England that were settings for • Wordsworth’s poems. • Write a summary. • Participate in a discussion. 	<p><i>From</i> “Lines Composed a Few Miles Above Tintern Abbey,” “Composed Upon Westminster Bridge, September 3, 1802,” and “I Wandered Lonely as a Cloud”</p> <ul style="list-style-type: none"> • Guided notes • Write-around • Double-entry journal • Check your understanding • Analyze the texts • Research real locations in England • Write a summary 	CC.1.3.11-12.G CC.1.3.11-12.J CC.1.2.11-12.J CC.1.4.11-12.V CC.1.3.11-12.A CC.1.3.11-12.H CC.1.2.11-12.F CC.1.3.11-12.C CC.1.3.11-12.K CC.1.4.11-12.Q CC.1.4.11-12.N CC.1.4.11-12.P CC.1.4.11-12.Q.2	L.F.1.1 L.F.1.3 L.F.2.3 L.N.1.3 L.N.2.3 L.F.2.1 L.N.2.1 L.N.1.1 L.N.2.4 L.F.2.5	L.F.1.3.1 L.F.1.3.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.3.1 L.N.2.3.2	<ol style="list-style-type: none"> 1. Appreciate 2. Insight 3. Intensity 4. Invoke 5. Radical

	<ul style="list-style-type: none"> Describe the setting of a poem using adjectives. <p>From “Ode on a Grecian Urn”</p> <ul style="list-style-type: none"> Analyze stanza structure, rhyme scheme, and apostrophe. Conduct research about John Keats’ connection to ancient Greece. Write a poem using apostrophe. Present a poem. Recognize rhyming words. <p>From Frankenstein</p> <ul style="list-style-type: none"> Analyze science fiction and motivation. Conduct research about scientific and medical knowledge in the early 19th century. Write a science fiction story. Participate in a discussion. Use antonyms. Use sensory language. Discuss sensory words. <p>From “Frankenstein: Giving Voice to the Monster”</p> <ul style="list-style-type: none"> Evaluate an essay and monitor comprehension. Conduct research on the future of automation and employment. Write a reflective essay. Discuss and respond to essays. Use Latin roots. Use parallel structure. Rephrase key ideas in writing. <p>From “Ode to the West Wind” / “Song of Thatched Hut Damaged in Autumn Wind”</p> <ul style="list-style-type: none"> Analyze form and diction. 	<ul style="list-style-type: none"> Discuss <p>From “Ode on a Grecian Urn”</p> <ul style="list-style-type: none"> Guided notes Reciprocal teaching Think-pair-share Check your understanding Analyze the text Research Keat’s connections to ancient Greece Write a poem using apostrophe Present your poem <p>From Frankenstein</p> <ul style="list-style-type: none"> Guided notes Reciprocal teaching Think-pair-share Critical vocabulary Check your understanding Analyze the text Research scientific and medical knowledge in the 19th century Write a science fiction story Discuss <p>From “Frankenstein: Giving Voice to the Monster”</p> <ul style="list-style-type: none"> Guided notes Jigsaw Pinwheel discussion Critical vocabulary Check your understanding Analyze the text Research artificial intelligence Write a reflective essay Discuss your essay <p>From “Ode to the West Wind” / “Song of Thatched Hut Damaged in Autumn Wind”</p> <ul style="list-style-type: none"> Guided notes Three minute review Final word 	<p>CC.1.4.11-12.O CC.1.2.11-12.L CC.1.3.11-12.B CC.1.2.11-12.B CC.1.4.11-12.S CC.1.2.11-12.D CC.1.2.11-12.E</p>		<p>L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.3.6 L.F.2.1.1 L.F.2.1.2 L.N.2.1.1 L.N.2.1.2 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.4.1 L.N.2.4.2 L.N.2.4.3 L.N.2.4.4 L.N.2.4.5 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p>	
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	<ul style="list-style-type: none"> • Conduct research about times and places of the poets Percy Bysshe Shelley and Du Fu. • Create a visual representation. • Present an image. • Collaborate and present a theme comparison. • Language Discuss a poem using the key term diction. <p>From “Songs of Innocence,” “The Lamb,” and “The Chimney Sweeper” / “Songs of Experience,” “The Tyger,” and “The Chimney Sweeper”</p> <ul style="list-style-type: none"> • Analyze symbols and historical background. • Conduct research about the historical background of William Blake’s poetry. • Write a problem-solution essay. • Make a podcast. • Compare poems. • Language Use prefixes and suffixes to decode words. 	<ul style="list-style-type: none"> • Check your understanding • Analyze the text • Research historical, social, and political commentary written by Shelley & Du Fu • Create a visual presentation • Present your image • Collaborate and compare <p>From “Songs of Innocence,” “The Lamb,” and “The Chimney Sweeper” / “Songs of Experience,” “The Tyger,” and “The Chimney Sweeper”</p> <ul style="list-style-type: none"> • Guided notes • Think-pair-share • Final word • Check your understanding • Analyze the texts • Research the social, historical, and political events surrounding the poems • Write an essay • Make a podcast 				
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a personal narrative, present a narrative					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, No Fear Shakespeare					

IAA Curriculum

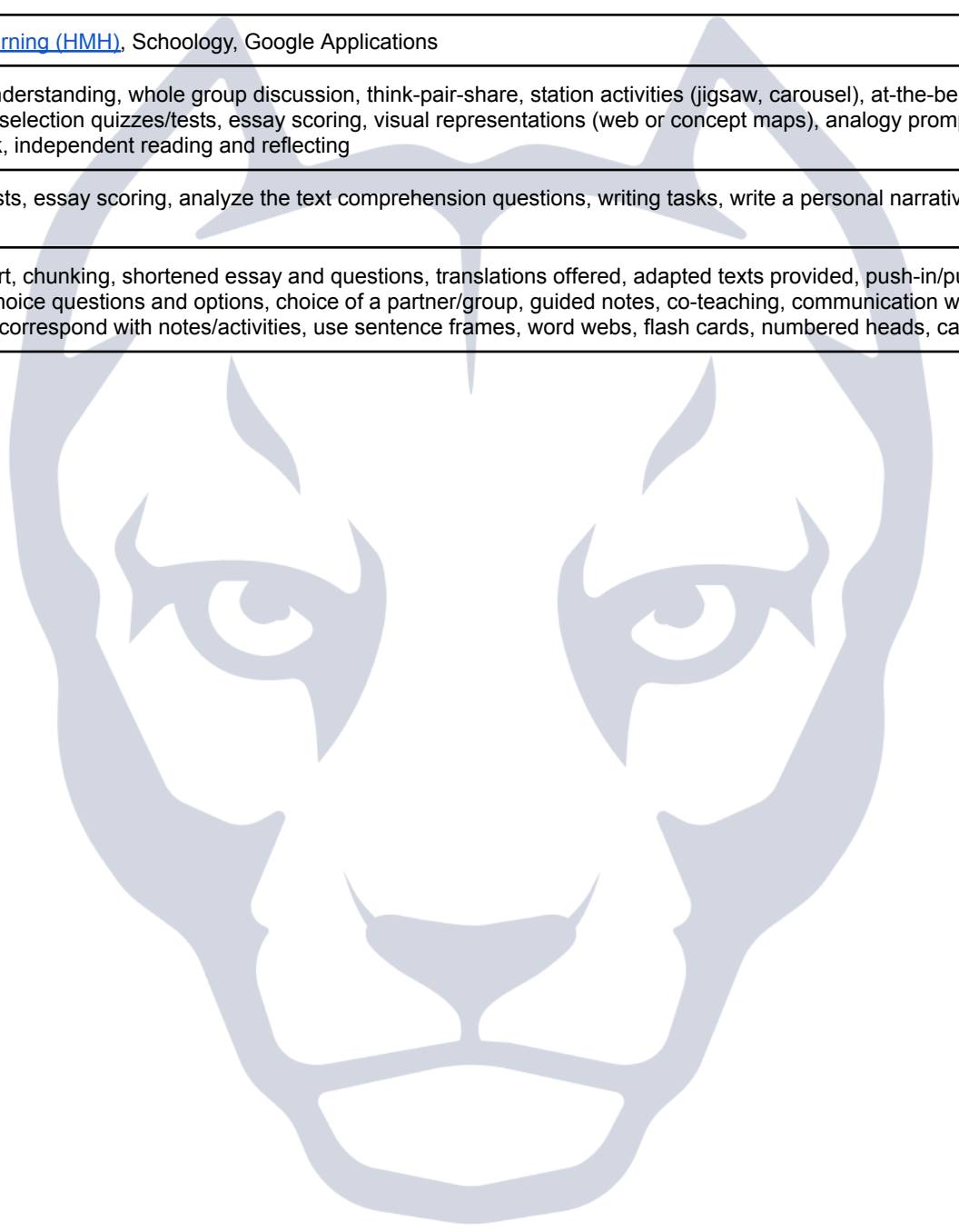
Content Area	English Language Arts	Grade	12
Course Name	British Literature		

Unit / Concept	Unit 5: An Era of Rapid Change: The Victorians					
Big Ideas	Benefactor, technology, religion, science, social structures, technological advancements, Monetary beneficiary, perspective, cultural influence, cruelty, social injustice, inequality, prejudice, positions of power, classism, widespread institutionalized forms of cruelty, small inventions versus big inventions, industry and inventions, progress, reform, realism, fact versus opinion, allegory, intense emotions, death, love, and loss					
Essential Questions	<ul style="list-style-type: none"> • What is a true benefactor? • How do you view the world? • What brings out cruelty in people? • Which invention has had the greatest impact on your life? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Analyze setting • Analyze first-person point of view • Evaluate documentaries • Analyze allegory • Analyze mood • Analyze characterization • Analyze compare-and-contrast • Analyze sound devices • Analyze imagery • Draw conclusions about speakers 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 5
March 2022	<i>From Jane Eyre</i> <ul style="list-style-type: none"> • Analyze first-person point of view and setting. • Conduct research about ragged schools during the Victorian Era. • Write a comparison between a novel and its film adaptation. • Present a comparison. • Identify foreign words and phrases. • Use gerunds and gerund phrases. 	<i>From Jane Eyre</i> <ul style="list-style-type: none"> • Guided notes • Critical vocabulary • Reciprocal teaching • Think-pair-share • Check your understanding • Analyze the text • Research “ragged schools” and other charitable education institutions in England during the Victorian era • Write a comparison 	CC.1.3.11-12.J CC.1.2.11-12.J CC.1.3.11-12.C CC.1.4.11-12.D CC.1.4.11-12.V CC.1.5.11-12.D CC.1.5.11-12.C CC.1.5.11-12.E CC.1.4.11-12.B CC.1.5.11-12.F CC.1.5.11-12.B CC.1.3.11-12.A CC.1.2.11-12.G	L.F.1.1 L.F.1.3 L.F.2.3 L.N.1.3 L.N.2.3 L.F.2.1 L.N.2.1 L.N.1.1 L.N.2.4 L.F.2.5	L.F.1.3.1 L.F.1.3.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.3.1 L.N.2.3.2	<ol style="list-style-type: none"> 1. Abandon 2. Confine 3. Conform 4. Depress 5. Reluctance

	<ul style="list-style-type: none"> ● Ask questions about setting. <p>From “Factory Reform”</p> <ul style="list-style-type: none"> ● Evaluate documentaries. ● Conduct research about the history of conditions in American factories and the lives of American workers. ● Write a short story about a benefactor. ● Present a short story with illustrations. ● Rephrase key ideas from a film clip using the terms subjective and objective. <p>From “The Lady of Shalott”</p> <ul style="list-style-type: none"> ● Analyze allegory and mood. ● Conduct research about the life of women in Victorian era England. ● Illustrate a narrative poem. ● Recite a poem. ● Use informal language to identify symbolism and allegory. <p>From Great Expectations</p> <ul style="list-style-type: none"> ● Analyze plot and characterization. ● Conduct research about class structure in Victorian England. ● Write a short story about an unusual person. ● Participate in a discussion. ● Use context and knowledge to understand idioms. ● Identify adjectives and verbs used to create imagery. ● Retell a story using indirect and direct objects. <p>From “The Victorians Had the Same</p>	<ul style="list-style-type: none"> ● Present your comparison <p>From “Factory Reform”</p> <ul style="list-style-type: none"> ● Double-entry journal ● Send a problem ● Analyze media ● Research Victorian versus American factories ● Connect ● Write a short story <p>From “The Lady of Shalott”</p> <ul style="list-style-type: none"> ● Guided notes ● Give one, get one ● Sustained silent reading ● Check your understanding ● Analyze the text ● Research women’s roles during the Victorian Era ● Illustrate a narrative poem ● Recite a poem <p>From Great Expectations</p> <ul style="list-style-type: none"> ● Guided notes ● Reciprocal teaching ● Think-pair-share ● Critical vocabulary ● Check your understanding ● Analyze the text ● Research class differences in Victorian England ● Write a story ● Discuss <p>From “The Victorians Had the Same Concerns About Technology As We Do”</p> <ul style="list-style-type: none"> ● Guided notes ● Jigsaw ● Pinwheel discussion ● Critical vocabulary ● Check your understanding ● Analyze the text ● Research editorials ● Write an op-ed ● Analyze and discuss your 	<p>CC.1.4.11-12.Q CC.1.4.11-12.Q.2 CC.1.4.11-12.N CC.1.4.11-12.P CC.1.4.11-12.O CC.1.3.11-12.I CC.1.2.11-12.K CC.1.2.11-12.L CC.1.4.11-12.S CC.1.4.11-12.H.1 CC.1.4.11-12.H</p>		<p>L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.3.6 L.F.2.1.1 L.F.2.1.2 L.N.2.1.1 L.N.2.1.2 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.4.1 L.N.2.4.2 L.N.2.4.3 L.N.2.4.4 L.N.2.4.5 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p>	
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	<p>Concerns About Technology As We Do”</p> <ul style="list-style-type: none"> Analyze a compare and contrast essay and evaluate multimodal texts. Conduct research about the effects of smartphones and social media on teenagers. Write an op-ed. Discuss and respond to op-eds. Use synonyms and antonyms. Use a variety of sentence structures. Use newly acquired vocabulary to describe images <p>From “Dover Beach” / “The Darkling Thrush”</p> <ul style="list-style-type: none"> Analyze extended metaphors and sound devices. Conduct research about historical developments during the Victorian era. Create a list of words and phrases describing an aspect of nature. Participate in a discussion and give a presentation. Identify sound devices. <p>From “My Last Duchess” / “Confession”</p> <ul style="list-style-type: none"> Draw conclusions about speakers and analyze imagery. Conduct research about how jealousy is addressed in different time periods and a variety of media. Create an oral presentation. Present a monologue. Write sentences using first-person point of view 	<p>ideas</p> <p>From “Dover Beach” / “The Darkling Thrush”</p> <ul style="list-style-type: none"> Guides notes Three-minute review Final word Sound devices Check your understanding Analyze the texts Research historical developments during the Victorian Era Create a list Discuss your list Collaborate and compare <p>From “My Last Duchess” / “Confession”</p> <ul style="list-style-type: none"> Guided notes Write-around Double-entry journal Check your understanding Analyze the texts Research the topic of jealousy Create an oral presentation Present the monologue Collaborate and compare 				
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Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a personal narrative, present a narrative
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, No Fear Shakespeare



IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	British Literature		

Unit / Concept	Unit 6: New Ideas, New Voices: Modern and Contemporary Literature					
Big Ideas	Insecurities, social pressure, symbolism, government influence/interference, intense emotions, death, love, and loss, strong feelings, thoughts, facts, facts versus opinions, human nature, call to action, counter arguments, subjective versus objective					
Essential Questions	<ul style="list-style-type: none"> • What makes people feel insecure? • Why is it so hard to resist social pressure? • What is the power of symbols? • When should the government interfere with our decisions? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Analyze third person point of view • Analyze stream of consciousness • Analyze reflective essay • Analyze irony • Analyze setting • Understand symbolism • Analyze rhythmic patterns • Evaluate persuasive techniques • Analyze inductive reasoning 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary: Unit 6
April 2022	<p>From “A Cup of Tea”</p> <ul style="list-style-type: none"> • Analyze third-person point of view and evaluate a character. • Conduct research about social changes for women in the 1920s. • Write a missing scene from another point of view. • Present a scene. • Identify the denotation and connotation of words. • Use precise details. • Identify words that indicate third-person point of view. 	<p>From “A Cup of Tea”</p> <ul style="list-style-type: none"> • Guided notes • Numbered heads together • Three-minute review • Critical vocabulary • Check your understanding • Analyze the text • Research social changes for women in the 1920s • Write a missing scene from another point of view • Present a scene <p>From “The Love Song of J. Alfred</p>	CC.1.4.11-12.V CC.1.3.11-12.J CC.1.2.11-12.J CC.1.3.11-12.C CC.1.4.11-12.Q CC.1.3.11-12.A CC.1.4.11-12.N CC.1.4.11-12.P CC.1.4.11-12.Q.2 CC.1.4.11-12.O CC.1.5.11-12.B CC.1.2.11-12.F CC.1.4.11-12.Q.2 CC.1.5.11-12.D	L.F.1.1 L.F.1.3 L.F.2.3 L.N.1.3 L.N.2.3 L.F.2.1 L.N.2.1 L.N.1.1 L.N.2.4 L.F.2.5	L.F.1.3.1 L.F.1.3.2 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3	<ol style="list-style-type: none"> 1. Arbitrary 2. Controversy 3. Convince 4. Denote 5. Undergo

	<p>From “The Love Song of J. Alfred Prufrock”</p> <ul style="list-style-type: none"> • Understand modernist poetry, make inferences, and analyze stream of consciousness. • Conduct research about stream-of-consciousness writing. • Write a modernist poem. • Present a poem. • Share inferences about a poem’s speaker using sentence frames. <p>From “Shooting an Elephant”</p> <ul style="list-style-type: none"> • Analyze reflective essay and irony. • Conduct research about the roles of military personnel around the world. • Write an informational essay. • Discuss and respond to essays. • Use etymology. • Use prepositional phrases. • Describe the connection between visuals and text <p>From “My Daughter the Racist”</p> <ul style="list-style-type: none"> • Analyze setting and make predictions. • Conduct research about the role of women during wartime. • Write an explanatory essay. • Critique and discuss a story. • Identify and use idioms. • Use varied syntax. • Discuss predictions using future tense verbs. <p>From “The Second Coming” / “Symbols? I’m Sick of Symbols”</p> <ul style="list-style-type: none"> • Understand symbolism and analyze rhythmic patterns. • Conduct research about the 	<p>Prufrock”</p> <ul style="list-style-type: none"> • Guided notes • Reciprocal teaching • Think-pair-share • Check your understanding • Analyze the text • Research stream of consciousness • Write a poem • Present a poem <p>From “Shooting an Elephant”</p> <ul style="list-style-type: none"> • Guided notes • Jigsaw with experts • Pinwheel discussion • Critical vocabulary • Check your understanding • Analyze the text • research history of British colonization of Burma • Write an informational essay • Discuss your essay <p>From “My Daughter the Racist”</p> <ul style="list-style-type: none"> • Guided notes • Think-pair share • Final word • Critical vocabulary • Check your understanding • Analyze the text • Research involvement by western nations in other countries • Write a fictional scene • Critique and discuss <p>From “The Second Coming” / “Symbols? I’m Sick of Symbols”</p> <ul style="list-style-type: none"> • Guided notes • Use literary terms • Double-entry journal • Check your understanding • Analyze the texts • Research the history behind familiar symbols • Write a response to literature 	<p>CC.1.5.11-12.E CC.1.2.11-12.B CC.1.3.11-12.B CC.1.3.11-12.K CC.1.4.11-12.I CC.1.4.11-12.H.1 CC.1.4.11-12.H CC.1.4.11-12.S</p>		<p>L.N.2.3.4 L.N.2.3.5 L.N.2.3.6 L.F.2.1.1 L.F.2.1.2 L.N.2.1.1 L.N.2.1.2 L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.2.4.1 L.N.2.4.2 L.N.2.4.3 L.N.2.4.4 L.N.2.4.5 L.F.2.5.1 L.F.2.5.2 L.F.2.5.3</p>	
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	<p>history of symbols.</p> <ul style="list-style-type: none"> • Write a response to the use of symbols in poetry. • Give a dramatic reading. • Discuss a poem using the key term symbol <p>From “Budget 2016: George Osborne’s Speech”</p> <ul style="list-style-type: none"> • Evaluate arguments and counterarguments. • Conduct research about the purposes of taxes. • Develop a persuasive argument. • Participate in a debate. • Use synonyms and antonyms. • Use relative pronouns and relative clauses. • Demonstrate an understanding of the difference between formal and informal language. <p>From “Will the Sugar Tax Stop Childhood Obesity?”</p> <ul style="list-style-type: none"> • Evaluate arguments and counterarguments. • Conduct research about taxes in the United Kingdom. • Write an opinion essay about an argument. • Participate in a discussion. • Use the Greek suffix -ize. • Use rhetorical questions. • Ask rhetorical questions using conditional verbs 	<ul style="list-style-type: none"> • Give a dramatic reading • Collaborate and compare <p>From “Budget 2016: George Osborne’s Speech”</p> <ul style="list-style-type: none"> • Guided notes • Reciprocal teaching • Think-pair-share • Critical vocabulary • Check your understanding • Analyze the text • Research taxes and level of government • Develop a persuasive argument • Debate <p>From “Will the Sugar Tax Stop Childhood Obesity?”</p> <ul style="list-style-type: none"> • Guided notes • Silent sustained reading • Pinwheel discussion • Critical vocabulary • Check your understanding • Analyze the text • Research how tax works and what effects it has in the UK • Evaluate an argument • Discuss 				
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					

Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks, write a personal narrative, present a narrative
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, No Fear Shakespeare

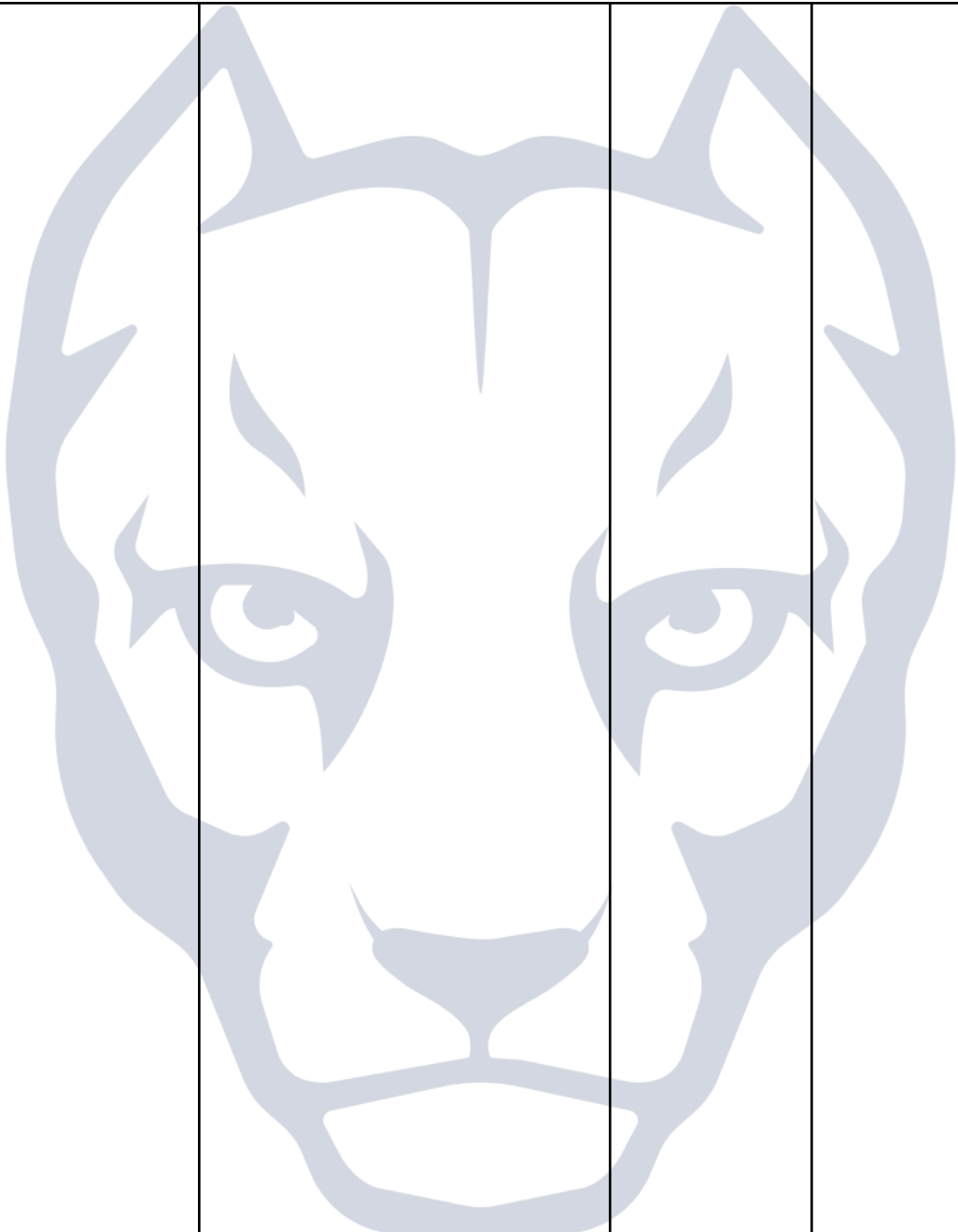


IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	British Literature		

Unit / Concept	Unit 7: <i>Atonement</i> by Ian McEwan					
Big Ideas	Socioeconomic class, war, guilt, redemption, relationships, repercussions of actions, atone, atonement, perspective, fiction and truth					
Essential Questions	<ul style="list-style-type: none"> Why do you think McEwan includes the scene with the French brothers in the barn? Why do you think McEwan is so focused on Briony's journey as a writer? How do our choices shape our long-term goals? Why do our perspectives shift as we age? Why do traumatic events shape our perspectives on life and change our goals? How is Briony's vascular dementia related to the rest of the novel? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> Students will understand the journeys of the main characters in McEwan's novel: Briony Tallis, Cecilia Tallis, and Robbie Turner. Students will be able to analyze a complex, multi-layered narrative and express that analysis in both spoken and written form. Students will be able to use multiple means and media—visual, written, oral—to interpret McEwan's work. 					
Month	Smart Objectives (SWBAT) / Selection	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Essential Vocabulary
November/December 2021/22	<ul style="list-style-type: none"> Examine the journeys of the main characters in McEwan's novel: Briony Tallis, Cecilia Tallis, and Robbie Turner. Analyze a complex, multi-layered narrative and express that analysis in both spoken and written form. Evaluate multiple means and media—visual, written, oral—to interpret McEwan's work. 	<ul style="list-style-type: none"> Guided notes Critical vocabulary Independent reading Whole-group reading At The Bells Discussion-based questions Comprehension questions Whole-group discussion Think-pair-share Literature circles Station activities Crossword puzzle Vocabulary quiz Short answer quiz Group work Artistic Response 	CC.1.3.11-12.K CC.1.4.11-12.S 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.F CC.1.2.11-12.G CC.1.2.11-12.I CC.1.2.11-12.K CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.G CC.1.3.11-12.H	L.N.2.1 L.F.1.1 L.F.2.3 L.N.2.5	L.N.2.1.1 L.N.2.1.2 L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.2.3.1 L.F.2.3.2 L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.N.2.5.1 L.N.2.5.2 L.N.2.5.3 L.N.2.5.4 L.N.2.5.5	Tone Setting Point of view Character development Socioeconomic class Fiction Guilt Redemption War Chapter 1: Impetuous Esoteric Nuptials Reticence

		<ul style="list-style-type: none"> • Individual Writing • Architectural and Landscape Drawings • Love letters • Talk show: role play • Read the epilogue, "London: 1999." • Movie Viewing: <i>Atonement</i> by Joe Wright • Make a podcast 	<p>CC.1.4.11-12.A CC.1.4.11-12.C CC.1.4.11-12.G CC.1.4.11-12.U CC.1.5.11-12.A</p>		<p>L.N.2.5.6</p>	<p>Amenable Coerced Piquancy Lacerating Evanesce</p> <p>Chapter 2: Chinoiserie Tenacious Patina</p> <p>Chapter 3: Opaque Balustrade Cumbrous</p> <p>Chapter 4: Genre Anodyne</p> <p>Chapter 6: Lanolin Febrile</p> <p>Chapter 8: Eccentric Clairvoyant Magnate Tributaries Splanchnology</p> <p>Chapter 9: Triptych Carapace Pelmet Churlish</p> <p>Chapter 10: Onomatopoeic Affable</p> <p>Chapter 11: Exuberance Juddered Ludicrous</p>
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					<p>Chapter 12: Garrulous Histrionics Sedge Sophistry Indemnify Pergola</p> <p>Chapter 13: Sinuously</p> <p>Chapter 14: Cabal</p> <p>Part Two: traverse simultaneously eulogy claustrophobia culvert iamb onerously chassis divagation inexorable weir strafe miasma breachblock pissoir Undulating</p> <p>Part Three: turbulent chilblains quaffed carbolic Sluice teal wagtail. sputum euphemism raucous forceps autoclave obliquely</p>
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						viscous Stoicism flamboyant agglomeration derivative annihilated Frivolous vascular benign boisterous: veracity libel irascible pointillist verisimilitude patois halberds etherea Travail
Resources	Ed: My Friend in Learning (HMH) , Schoology, Google Applications, <i>Atonement</i> by Ian McEwan					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, summarizations of chapters					

IAA Curriculum

Content Area	English Language Arts	Grade	12
Course Name	British Literature		

Unit / Concept	Unit 8: Independent Reading/Literature Circles- <i>The Hitchhiker's Guide to the Galaxy</i> / <i>Animal Farm</i> / <i>Angela's Ashes</i> & Research Paper
Big Ideas	<p>The Hitchhiker's Guide to the Galaxy (Lexile Level: 930L):</p> <ul style="list-style-type: none"> ● Science fiction ● Absurdity ● Satire ● Nature of life ● Intelligence <p>Animal Farm (Lexile Level: 1170L):</p> <ul style="list-style-type: none"> ● Allegory ● Desire for power ● Corrupt politics ● Totalitarian system ● Less equality ● Metaphorical ● Human civilization <p>Angela's Ashes (Lexile Level: 1110L):</p> <ul style="list-style-type: none"> ● Memoir ● Biographical ● Misery ● Drunkenness ● Escapism ● Poverty and perseverance <p>Research Assignment:</p> <ul style="list-style-type: none"> ● Research ● Content ● Conventions ● Grammar ● Purpose ● Audience

<p>Essential Questions</p>	<p>The Hitchhiker's Guide to the Galaxy:</p> <ul style="list-style-type: none"> • How does science fiction reflect the hopes, dreams, and fears of mankind? • What is the meaning and purpose of sentient existence? <p>Animal Farm:</p> <ul style="list-style-type: none"> • How do beliefs, ethics, or values influence success? • Should your compensation from working with a group or society reflect your contribution? • How does involvement in a group or community change your perspective? • Can the actions of a leader, or individual members, change these perspectives? • To what extent does power, or the lack of power, affect individuals? <p>Angela's Ashes:</p> <ul style="list-style-type: none"> • What are the implications of being lower class? • How does our socioeconomic status define us as humans? • What is the role of a mother and a father? <p>Research Assignment:</p> <ul style="list-style-type: none"> • How can a topic of interest be developed into a research paper? • What is the structure of a research paper? • How does a thesis drive a research paper? • What are effective prewriting methods? • How can careful revision help both the writer and the audience? • What is the purpose of the written piece? • Why is research valuable? 					
<p>Key Learning Objectives & Skills</p>	<ul style="list-style-type: none"> • Understand the composition of a novel • understand and summarize the plot • understand how setting and character are created • understand the way the plot has been structured • discuss and evaluate themes and symbols • show an understanding of new ideas and critical vocabulary • write an essay answer about an aspect of the text • Collaborate in literature circles on a chosen novel • Research chosen topic for final essay 					
<p>Month</p>	<p>Smart Objectives (SWBAT) / Selection</p>	<p>Instructional Strategies and Activities</p>	<p>PA CC Standards</p>	<p>Keystone Anchors</p>	<p>Keystone Eligible Content</p>	<p>Essential Vocabulary</p>
<p>May/June 2022</p>	<p><i>The Hitchhiker's Guide to the Galaxy</i> by Douglas Adams:</p> <ul style="list-style-type: none"> • Students will be able to demonstrate their understanding of important plot points, characters, themes, and symbols in The 	<p>Literature Circles:</p> <ul style="list-style-type: none"> • Independent reading • Whole-group/collaborative reading • reading/meeting schedule • Meeting outline • Literature circle roles: 	<p>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.F CC.1.2.11-12.G CC.1.2.11-12.I</p>	<p>L.F.1.1 L.F.1.3 L.F.2.3 L.N.1.3 L.N.2.5</p>	<p>L.F.1.1.1 L.F.1.1.2 L.F.1.1.3 L.F.1.3.1 L.F.1.3.2 L.F.2.3.1 L.F.2.3.2</p>	<p><i>The Hitchhiker's Guide to the Galaxy</i> by Douglas Adams:</p> <ul style="list-style-type: none"> • Science fiction • Gallows • Epigrammatic

	<p>Hitchhiker's Guide to the Galaxy through classroom discussions, group projects, and individual writing assignments.</p> <ul style="list-style-type: none"> • Students will understand science fiction as a genre, including its sub-genres. • Students will be able to define satire and understand its use in literature. • Students will understand the benefits and drawbacks of telling a story through different forms of media. <p>Animal Farm by George Orwell:</p> <ul style="list-style-type: none"> • Pinpoint instances of satire in the book, analyzing how Orwell ridicules his targets. • Understand what a microcosm is and how it applies to this allegorical novella. • Compare the characters in Animal Farm to real people in history. • Define "cult of personality" and explain its significance in Animal Farm. • Contrast Orwell's objective tone with the volatile events of the novella. • Brainstorm other times in history that the allegory Orwell presents could echo. <p>Angela's Ashes: A Memoir by Frank McCourt:</p> <ul style="list-style-type: none"> • Discuss the ramifications of the McCourt family's move from New York to Ireland. • Analyze the presence of alcoholism and the trauma of death in Frank McCourt's childhood. • Determine the historical and 	<ul style="list-style-type: none"> ○ Summarizer ○ Discussion leader ○ Text connector ○ Vocabulary leader ○ Literary leader <ul style="list-style-type: none"> • Whole-group discussion • Teacher/student collaboration • Student participation assessment • Circle peer assessment • Final novel questions • Final novel creative project • Creative project rubric <p>Research Paper:</p> <ul style="list-style-type: none"> • Mini-lesson: <ul style="list-style-type: none"> ○ Introduction ○ Body paragraphs ○ Thesis statement ○ Conclusion ○ MLA format ○ Works cited • Graphic organizer for brainstorming • Rough draft • Peer editing/revision checklist 	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.D CC.1.3.11-12.I CC.1.3.11-12.K CC.1.4.11-12.C CC.1.4.11-12.F CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.S CC.1.4.11-12.U CC.1.4.11-12.W CC.1.4.11-12.X CC.1.5.11-12.D CC.1.5.11-12.A		L.F.2.3.3 L.F.2.3.4 L.F.2.3.5 L.F.2.3.6 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3 L.N.2.5.1 L.N.2.5.2 L.N.2.5.3 L.N.2.5.4 L.N.2.5.5 L.N.2.5.6	<ul style="list-style-type: none"> • Irony • Satire • Deadpan • Farcical • Sarcasm <p>Animal Farm by George Orwell:</p> <ul style="list-style-type: none"> • Allegory • Metaphorical • Capitulate • Complicity • Countenance • Dissident • Ensnore • Gambol • Ignominious • Inebriate • Machination • Malignity • Manifestly • Maxim • Pervade • Piebald • Restive • Skulk • Stupefy • Taciturn • Tractable • Unanimous <p>Angela's Ashes: A Memoir by Frank McCourt:</p> <ul style="list-style-type: none"> • Memoir • Biographical • Martyr • Protestant • Baptism • Afflict • patron saint • Perfidy • Demented • Pneumonia • Sacrilege • Lament
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	<p>political elements that influence the McCourt family in Limerick.</p> <ul style="list-style-type: none"> • Elucidate the role of the Catholic Church on Frank McCourt's understanding of his family's hardships. • Analyze the relationship between Frank and his parents. • Discuss the meaning of the title of the work. 					<ul style="list-style-type: none"> • Pious • Absolve • Squander • Induce • Clamor • Diversion • Divine • Atrocious • Consecrate • Conjugate
Resources	Schoology, Google Applications, <i>The Hitchhiker's Guide to the Galaxy</i> by Douglas Adams, <i>Animal Farm</i> by George Orwell, <i>Angela's Ashes: A Memoir</i> by Frank McCourt, research paper guidelines/assignment sheet					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
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Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, shortened multiple choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flash cards, numbered heads, carousel, summarizations of chapters					