

**British Literature (Master)**

Teachers: Heidi Bast and Amy Vander Heiden  
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EQ & Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>Course Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What are common style, themes, and conventions of British literature?</b></li> <li>• <b>How does the study of British Literature contribute to our understanding of the English language and culture?</b></li> <li>• <b>What are the qualities of effective writing that are needed for college-level writing?</b></li> <li>• <b>How can I effectively communicate about a work of literature?</b></li> </ul>					
<p><b>Evolution of Language Essay Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>How has the English language evolved?</i></li> <li>• <i>Why might the evolution of a contemporary word/phrase be important?</i></li> </ul>	<p><b>Evolution of Language Essay Unit</b></p> <ol style="list-style-type: none"> <li>1. Organize ideas into essay form with an introduction, thesis, body, and conclusion</li> <li>2. Communicate main idea through the use of a thesis statement</li> <li>3. Recognize and develop strong ideas in an essay</li> <li>4. Recognize and demonstrate voice in writing</li> </ol>	<p><b>Evolution of Language Essay Unit</b></p> <p>LT1. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT2. I can organize supporting details into paragraph structure with a definite introduction, thesis statement, body with topic and concluding sentences and transitions, and conclusion.</p>	<p><b>Evolution of Language Essay Unit</b></p> <p><b>11.7.2.2</b> <b>11.7.55</b></p>	<p><b>Evolution of Language Essay Unit</b></p> <p><b>CFA = Thesis statement check</b></p> <p><b>CFA = Rough draft peer conferencing</b></p> <p><b>CSA = Evolution of Language Essay (Rubric)</b></p>	<p><b>Evolution of Language Essay Unit</b></p> <p>Analogy student introductions</p> <p>Evolution of Language Essay Slides</p> <p>Sample Evolution of Language Essays (“dude” and student samples)</p> <p>MLA 8 Guide (Media Center)</p>

		<p>LT3. I can improve my work by revising content and editing writing so it is free of punctuation, capitalization, and usage errors.</p> <p>LT4. I can extend the appeal of my work so it goes beyond functional writing (basic execution of the assignment) and entertains, provokes thought, and/or connects with a variety of target audiences.</p> <p>a. I can provoke thought through the use of critical analysis and word play.</p> <p>b. I can promote critical thought through analysis of language.</p>			<p><a href="#">Key Vocabulary: thesis</a></p>
<p><b>Anglo-Saxon Unit</b> <i>Beowulf</i></p> <p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did the English language evolve?</li> </ul>	<p><b>Anglo-Saxon Unit</b> <i>Beowulf</i></p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>Analyze various translations and make predictions</li> <li>Make inferences based on information</li> </ol>	<p><b>Anglo-Saxon Unit</b> <i>Beowulf</i></p> <p><b>Reading</b></p> <p>LT1. I can independently comprehend literature.</p> <p>LT2. I can understand the visual elements and style of the author's work.</p> <p>LT3. I can determine</p>	<p><b>Anglo-Saxon Unit</b> <i>Beowulf</i></p> <p><b>Reading</b></p> <p>11.5.1.1</p> <p>11.4.2.2</p> <p>11.4.3.3</p> <p>11.4.4.4</p>	<p><b>Anglo-Saxon Unit</b> <i>Beowulf</i></p> <p><b>Reading</b></p> <p><b>CFA = Vocabulary Quizzes</b></p>	<p><b>Anglo-Saxon Unit</b> <i>Beowulf</i></p> <p>PowerPoint presentation on Introduction to the History of English</p> <p>McDougall Littel version of <i>Beowulf</i></p>

<ul style="list-style-type: none"> <li>● <i>What are the conventions/ characteristics of an epic poem/epic hero?</i></li> <li>● <i>What impact does the Anglo-Saxon culture and Beowulf have on the English language?</i></li> <li>● <i>What themes are present in Beowulf, and how can I identify them?</i></li> </ul>	<p>gained through reading an epic poem.</p> <ol style="list-style-type: none"> <li>3. Compare and contrast characters and their traits.</li> <li>4. Recognize themes within a story.</li> <li>5. Apply the epic hero cycle to an epic poem.</li> <li>6. Identify vocabulary words necessary to understand the text.</li> <li>7. Recognize the difference in dialect within text and understand its usage</li> </ol> <p><b>Speaking, Viewing, Listening, and Media Literacy</b></p> <ol style="list-style-type: none"> <li>1. Review proper oral and nonverbal presentation strategies.</li> <li>2. Use a visual aid for presentation.</li> <li>3. Collaborate with other group members to produce a clear presentation.</li> </ol> <p><b>Writing/Research/Technology</b></p> <ol style="list-style-type: none"> <li>1. Evaluate credibility</li> </ol>	<p>theme, author’s purpose, or main idea in a literary work.</p> <p>LT4. I can analyze how authors use literary elements to enhance works.</p> <p>LT5. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p>LT6. I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p><b>Speaking, Viewing, Listening, and Media Literacy</b></p> <p>LT7. I can organize a presentation using an introduction, body, conclusion.</p> <p>LT8. I can use a visual aid to enhance an overall presentation.</p> <p>LT9. I can use appropriate eye contact, hand gestures, and voice tone to enhance a presentation.</p>	<p><b>Writing/Research/Technology</b></p> <p><b>11.7.3.3</b></p> <p><b>11.7.7.7</b></p> <p><b>Speaking, Viewing, Listening, Media Literacy</b></p> <p><b>11.9.5.5</b></p> <p><b>11.9.6.6</b></p>	<p><b>CSA = Vocabulary Final</b></p> <p><b>CFA=Beowulf Reading Questions</b></p> <p><b>CFA=Character Creative Re-write</b></p> <p><b>CFA=Beowulf quizzes</b></p> <p><b>CFA=Literary Class Discussion</b></p> <p><b>CSA=Beowulf Objective Exam</b></p> <p><b>CSA=Beowulf Timed Essay</b></p> <p><b>CSA=Creative projects, text transformations</b></p> <p><b>Speaking, Viewing, Listening, and Media Literacy</b></p> <p><b>CFA=Presentation Outline</b></p>	<p>YouTube Clips of <i>Beowulf</i> Films</p> <p>Vocabulary PowerPoint</p> <p>MLA Handbook</p> <p>Key Vocabulary: Anglo-Saxon, epic hero, epic, gender, theme</p>
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	<p>of sources.                  2. Access articles and information using the research process.                  3. Develop a formal Works Cited page using proper MLA format.</p>	<p><b>Writing/Research/Technology</b>                  LT10. I can analyze information to determine a source’s relevance and credibility.                  LT11. I can paraphrase, summarize, and directly quote sources that support my ideas.                  LT12 I can construct my Works Cited page and page setup in MLA format.</p>		<p><b>CSA=Anglo-Saxon Group Presentation</b>   <b>Writing/Research/Technology</b>   <b>CFA=Rough Draft Works Cited</b>   <b>CFA=Attention Getter</b>   <b>CSA=MLA Works Cited</b>   <b>CSA=Anglo-Saxon Presentation</b></p>	
<p><b>Medieval Unit</b>  <i>The Canterbury Tales Unit</i></p> <p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What impact does the medieval culture and The Canterbury Tales have on</i></li> </ul>	<p><b>Medieval Unit</b>  <i>The Canterbury Tales Unit</i></p> <p><b>Reading</b>                  1. Analyze various translations and make predictions.                  2. Make inferences based on information gained through reading a frame story.                  3. Compare and contrast characters and</p>	<p><b>Medieval Unit</b>  <i>The Canterbury Tales Unit</i></p> <p><b>Reading</b>                  LT1. I can independently comprehend literature.                  LT2. I can understand the style of the author's work.                  LT3. I can determine theme, author’s purpose, or main idea in a literary work.                  LT4. I can analyze how</p>	<p><b>Medieval Unit</b>  <i>The Canterbury Tales Unit</i></p> <p><b>Reading</b>                  11.5.1.1                  11.4.2.2                  11.4.3.3                  11.4.4.4</p> <p><b>Writing/Research/Technology</b>                  11.7.3.3                  11.7.7.7</p>	<p><b>Medieval Unit</b>  <i>The Canterbury Tales Unit</i></p> <p><b>Reading</b>   <b>CFA=Translation Activity</b>   <b>CFA=Prologue Quiz</b>   <b>CFA=The Canterbury Tales</b></p>	<p><b>Medieval Unit</b>  <i>The Canterbury Tales Unit</i></p> <p>PowerPoint presentation on Introduction to the Middle Ages</p> <p>Perfection Learning Traditions and Change version of <i>Canterbury Tales</i></p>

<p><i>the English language?</i></p> <ul style="list-style-type: none"> <li>● How did the history and context of the Medieval Era contribute to <i>The Canterbury Tales</i>?</li> <li>● How does gender play a role in characterization?</li> </ul>	<p>their traits.</p> <ol style="list-style-type: none"> <li>4. Recognize themes within a story.</li> <li>5. Identify vocabulary words necessary to understand the text.</li> <li>6. Recognize the difference in dialect within text and understand its usage.</li> </ol> <p><b>Speaking, Viewing, Listening, and Media Literacy</b></p> <ol style="list-style-type: none"> <li>1. Review proper oral and nonverbal presentation strategies.</li> <li>2. Engage in informal discussions about a text.</li> <li>3. I can present my tale to an audience.</li> </ol> <p><b>Writing/Research/Technology</b></p> <ol style="list-style-type: none"> <li>1. Evaluate credibility of sources.</li> <li>2. Access articles and information using the research process.</li> <li>3. Develop a formal Works Cited page</li> </ol>	<p>authors use literary elements to enhance works.</p> <p>LT5. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p>LT6. I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p><b>Speaking, Viewing, Listening, and Media Literacy</b></p> <p>LT7. I can use appropriate eye contact, hand gestures, and voice tone to enhance a speech.</p> <p>LT8. I can come prepared to participate in a discussion on a literary work.</p> <p><b>Writing/Research/Technology</b></p> <p>LT9. I can analyze information to determine a source’s relevance and credibility.</p>	<p><b>Speaking, Viewing, Listening, Media Literacy</b></p> <p><b>11.9.5.5</b></p> <p><b>11.9.6.6</b></p>	<p><b>Guides (Prologue, Pardoner’s Tale, and Wife of Bath)</b></p> <p><b>CFA=Gender Webquest with “Wife of Bath”</b></p> <p><b>CSA=Canterbury Tales Exam</b></p> <p><b>Writing and Speaking, Viewing, Listening, and Media Literacy</b></p> <p><b>CFA=Medieval Culture Quiz (on speeches)</b></p> <p><b>CFA=Canterbury Tales Discussion</b></p> <p><b>CSA=Canterbury Tales tale based on student premise</b></p>	<p>“Wife of Bath” full prologue packet</p> <p>YouTube clip of “Wife of Bath”</p> <p>Key Vocabulary PowerPoint</p> <p>“Miller’s Tale” and “Franklin’s Tale” poetry packets (choose one)</p> <p>MLA Handbook</p> <p>Key Vocabulary: Medieval, frame story, irony, satire, lust, gluttony, wrath, pride, sloth, envy, greed, hypocrite, gender, theme, allegory</p>
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	using proper MLA format.	LT10. I can paraphrase, summarize, and directly quote sources that support my ideas. LT11. I can construct my Works Cited page and page setup in MLA format.			
<p><b>Renaissance Unit: Shakespeare</b></p> <p><i>Unit Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• <i>What are the characteristics of tragedy?</i></li> <li>• <i>How do leaders wield power?</i></li> <li>• <i>Do we decide our own future or is it determined by fate/destiny? How do we know?</i></li> <li>• <i>How do our choices define us?</i></li> <li>• <i>How can</i></li> </ul>	<p><b>Renaissance Unit: Shakespeare</b></p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Analyze themes within a play.</li> <li>2. Recognize specific character traits.</li> <li>3. Identify symbolism within a play.</li> <li>4. Analyze plot structure.</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Use MLA form to document research/sources.</li> <li>2. Include specific ideas, logical organization, and proper conventions in an essay.</li> </ol>	<p><b>Renaissance Unit: Shakespeare</b></p> <p><b>Reading</b></p> <p>LT1. I can identify and analyze themes within a play. LT2. I can analyze character traits in a play. LT3. I can identify figurative language, such as symbolism, in a work of literature. LT4. I can follow a plot line. LT5. I can independently comprehend literature. LT6. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p><b>Writing</b></p>	<p><b>Renaissance Unit: Shakespeare</b></p> <p><b>Reading</b></p> <p>11.4.1.1 11.4.2.2 11.4.3.3 11.4.10.10</p> <p><b>Writing</b></p> <p>11.7.1.1 11.7.3.3 11.7.4.4 11.7.9.9</p> <p><b>Speaking, Viewing, Listening, &amp; Media Literacy</b></p> <p>11.9.1.1 11.9.2.2 11.9.4.4 11.9.5.5 11.9.7.7</p>	<p><b>Renaissance Unit: Shakespeare</b></p> <p><b>CFA=Group Presentation Planning Sheet</b></p> <p><b>CSA=Renaissance Group Presentation</b></p> <p><b>CFA=Sonnet Analysis Essay Rough Draft</b></p> <p><b>CSA=Sonnet Analysis Essay (plus recitation)</b></p> <p><b>CFA=Macbeth quizzes</b></p>	<p><b>Renaissance Unit: Shakespeare</b></p> <p>Google Slides Samples</p> <p>Shakespeare Notes PowerPoint</p> <p>Sonnet 18 Sonnet 143</p> <p><i>Macbeth</i> iambic pentameter activity</p> <p><i>Macbeth</i> Textbook</p> <p><i>Macbeth</i> Pre-reading Line Activity</p> <p><i>Shakespeare Uncovered</i> Video</p> <p>Key Vocabulary: Elizabethan era,</p>

<p><i>dramatic conventions of Shakespearean tragedy (blank verse, soliloquy, dramatic irony, foreshadowing, etc.) be analyzed?</i></p>	<p>3. Analyze a theme within a play.                  4. Creatively transform the original text.                  5. Interpret and analyze a Shakespearean sonnet.</p> <p><b>Speaking, Viewing, Listening, &amp; Media Literacy</b></p> <p>1. Use formal presentation skill to give a presentation.                  2. Use digital media effectively in an oral presentation.                  2. Use research in a formal presentation.</p> <p><b>Language</b></p> <p>1. Recognize iambic pentameter in Shakespeare’s writing.</p>	<p>LT7. I can utilize MLA format correctly in writing.                  LT8. I can use a writing process to compose and organize an analytical essay.                  LT9. I can support an argument about theme using the literary work as evidence.                  LT10. I can creative texts to analyze literature.</p> <p><b>Speaking, Viewing, Listening, &amp; Media Literacy</b></p> <p>LT11. I can give a digital presentation.                  LT12. I can use research-based information to give a presentation.</p> <p><b>Language</b></p> <p>LT13. I can recognize iambic pentameter in Shakespeare’s writing.</p>	<p><b>Language</b>                  11.11.4.4                  11.11.5.5</p>	<p><b>CFA=Macbeth Creative Writing Assignments</b></p> <p><b>CSA=Macbeth Exam</b></p> <p><b>CSA=Macbeth Timed Essay</b></p>	<p>Renaissance, iambic pentameter, sonnet, tragedy</p>
<p><b>Romantic Fiction Unit (<i>Frankenstein</i>)</b></p>	<p><b>Romantic Fiction Unit (<i>Frankenstein</i>)</b></p> <p><b>Reading</b></p>	<p><b>Romantic Fiction Unit (<i>Frankenstein</i>)</b></p> <p><b>Reading</b></p>	<p><b>Romantic Fiction Unit (<i>Frankenstein</i>)</b></p>	<p><b>Romantic Fiction Unit (<i>Frankenstein</i>)</b></p>	<p><b>Romantic Fiction Unit (<i>Frankenstein</i>)</b></p>

<ul style="list-style-type: none"> <li>• What are writing characteristics of the Romantic period of literature?</li> <li>• How are the shifts in thinking during the Romantic period in Britain displayed in the literature?</li> <li>• How does science influence life and literature?</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyze themes within a story</li> <li>2. Identify multiple settings within a story</li> <li>3. Recognize characteristics of the Romantic Era in a story</li> <li>4. Evaluate the author's decisions with regard to characterization.</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Write a timed essay.</li> </ol> <p><b>Speaking, Viewing, Listening, &amp; Media Literacy</b></p> <ol style="list-style-type: none"> <li>1. Analyze literature through discussion.</li> </ol> <p><b>Language</b></p> <ol style="list-style-type: none"> <li>1. Identify figurative language in a text.</li> </ol>	<p>LT1. I can analyze themes within a novel.                  LT2. I can identify multiple settings within a story.                  LT3. I can recognize characteristics of the Romantic Era in a novel.                  LT4. I can evaluate an author's decision about characterization.</p> <p><b>Writing</b></p> <p>LT5. I can write an argumentative essay in a specific amount of time.</p> <p><b>Speaking, Viewing, Listening, &amp; Media Literacy</b></p> <p>LT6. I can analyze literature through a discussion.</p> <p><b>Language</b></p> <p>LT7. I can identify and analyze figurative language in a text.</p>	<p><b>Reading</b>                  11.4.1.1                  11.4.2.2                  11.4.3.3</p> <p><b>Writing</b>                  11.7.9.9</p> <p><b>Speaking, Listening, Viewing, &amp; Media Literacy</b>                  11.9.1.1</p> <p><b>Language</b>                  11.11.5.5</p>	<p><b>CFA = <i>Frankenstein</i> quizzes</b></p> <p><b>CFA = Modern science evaluation</b></p> <p><b>CFA = Student-led Discussion</b></p> <p><b>CSA = <i>Frankenstein</i> test</b></p> <p><b>CSA = <i>Frankenstein</i> timed essay</b></p>	<p>-Romantic Era PowerPoint notes</p> <p>-<i>Frankenstein</i> novel</p> <p>-Articles about modern science</p> <p>-Selected poems</p>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• How are vocabulary words</li> </ul>	<p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Identify unknown words.</li> </ol>	<p><b>Vocabulary</b></p> <p>LT1. I can identify unknown words in context to make meaning.</p>	<p><b>Vocabulary Language</b>                  11.11.4.4                  11.11.6.6</p>	<p><b>Vocabulary CFA = Vocabulary Quizzes (4-5)</b></p>	<p><b>Vocabulary</b></p> <p>-Vocabulary PowerPoint Presentations</p> <p>-Vocabulary review games</p>



<p>meaningful in context?</p> <ul style="list-style-type: none"><li>• How can vocabulary be acquired?</li></ul>	<p>2. Use a dictionary to define words.</p>	<p>LT2. I can accurately use domain specific vocabulary.</p> <p>LT3. I can acquire the definitions of unknown words by using dictionaries and other resources.</p>		<p><b>CSA = Vocabulary Final Test</b></p>	
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