

Curriculum Map: World/British Literature 2020-21

Course: ENGLISH 12 Sub-topic: English

Grade(s): 12

Course Description: This course of study is designed for 12th grade academic students who desire a World Literature/British Literature survey in preparation for college. Students are heterogeneously grouped. The course combines study in analysis of literature, expository and argumentative writing and vocabulary. The purpose of the course is to foster analytical thinking, application of literary concepts to assigned content, and understanding of World/British Literature in terms of its historical context, its major literature genres and stages, as well as its most significant works and authors. Keep in mind that this is a college preparatory class. Because of this, the class will run like a basic college class.

Course Textbooks, Workbooks, Materials Citations: Literature: World Masterpieces
Prentice Hall 1995
The British Tradition: Timeless Voices, Timeless Themes
Prentice Hall 2002

Unit: Collegiate Scholarship Writing

Timeline: Week 1

Unit Description: This unit will focus on the upcoming scholarship/college entry essays that many students will be completing. This will give students an understanding of what is expected (and disliked) by admissions counselors and how to craft memorable essays.

Unit Essential Questions: What is the purpose?
Who is my audience?
What will work best for the audience?
What makes clear and effective writing?

Unit Big Ideas: Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.
Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Unit Materials: Chromebook
Google Docs
Book Creator

Unit Assignments: Students will peer review at least one classmate's scholarship essay.
Students will write their own scholarship essay.

Unit Key Terminology & Definitions : Diction
Organization

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.A \(Advanced\)](#) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

[CC.1.4.11-12.B \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.

[CC.1.4.11-12.C \(Advanced\)](#) Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

[CC.1.4.11-12.D \(Advanced\)](#) Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

[CC.1.4.11-12.E \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.

- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

[CC.1.4.11-12.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.11-12.H \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

[CC.1.4.11-12.K \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.

- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

[CC.1.4.11-12.L \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.11-12.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.

[CC.1.4.11-12.O \(Advanced\)](#) Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

(* standards consolidated from Topic level)

Topic: The Do's and Don'ts of Collegiate Writing. What a College Wants to Read.**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.11-12.B \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.

[CC.1.4.11-12.E \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.

- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

[CC.1.4.11-12.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.11-12.H \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

[CC.1.4.11-12.K \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.

- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Topic: Writing a College Scholarship Essay

Minutes for Topic: 132

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.A \(Advanced\)](#) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

[CC.1.4.11-12.B \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.

[CC.1.4.11-12.C \(Advanced\)](#) Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

[CC.1.4.11-12.D \(Advanced\)](#) Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

[CC.1.4.11-12.E \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.

- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

[CC.1.4.11-12.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.11-12.H \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

[CC.1.4.11-12.L \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.11-12.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.

[CC.1.4.11-12.O \(Advanced\)](#) Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

Unit: Mesopotamian Literature and Contributions

Timeline: Week 2 to 5

Unit Description: This unit will focus on some of the oldest literature known to mankind. Students will study conflicts of the time period, contrast foil characters, understand the hero and his quest, different categories of epic poetry, discuss the purpose of storytelling, and how ancient civilizations are similar to our society today.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text? What is this text really about?

How do strategic readers create meaning from informational and literary text?

How does interaction with text provoke thinking and response?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret analyze, evaluate and synthesize information.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Unit Materials: Chromebooks

Google Tools

PDF docs

Kami

Unit Reading The Epic of Gilgamesh.

Assignments:

Researching Flood stories from around the world.

Comparing the Mesopotamian flood tale to the Biblical flood tale.

Writing their own prologue.

Researching the Egyptian Book of the Dead.

Unit Key Archetype

Terminology &

Definitions : Propitiate

Ziggurat

Foil characters

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.A](#)
(Advanced)

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

[CC.1.2.11-12.B](#)
(Advanced)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.D](#)
(Advanced)

Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.G](#)
(Advanced)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CC.1.2.11-12.H](#)
(Advanced)

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

[CC.1.2.11-12.J](#)
(Advanced)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.2.11-12.L](#)
(Advanced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.11-12.A](#)
(Advanced)

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

[CC.1.3.11-12.B](#)
(Advanced)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.3.11-12.D](#)
(Advanced)

Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.3.11-12.E](#)
(Advanced)

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11-12.G (Advanced)	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.1.3.11-12.H (Advanced)	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.3.11-12.J (Advanced)	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.11-12.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.11-12.A (Advanced)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11-12.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.G (Advanced)	Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11-12.V (Advanced)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.5.11-12.C (Advanced)	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CC.1.5.11-12.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

(* standards consolidated from Topic level)

Topic: Types of Epic Poetry

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- [CC.1.3.11-12.H \(Advanced\)](#) Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- [CC.1.3.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Topic: Importance of Gilgamesh

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- [CC.1.3.11-12.H \(Advanced\)](#) Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- [CC.1.3.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and

phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: The Art of Mesopotamia and How it Translates to Gilgamesh

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.C \(Advanced\)](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CC.1.5.11-12.F \(Advanced\)](#) Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Topic: What is a foil character? How do Gilgamesh and Enkidu prove to be foils?

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

[CC.1.3.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Archetypes in Gilgamesh--Man's Search For Immortality

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

[CC.1.3.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.3.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Flood Stories From Around the World

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.G \(Advanced\)](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Mesopotamian Flood vs. Biblical Flood

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

[CC.1.3.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.3.11-12.G \(Advanced\)](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Why Does Gilgamesh Fail His Quest

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.A \(Advanced\)](#) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

[CC.1.4.11-12.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.11-12.G \(Advanced\)](#) Write arguments to support claims in an analysis of substantive topics.

[CC.1.4.11-12.V \(Advanced\)](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Topic: Egyptian Beliefs on Death and Literature

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

[CC.1.2.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Topic: Impact of Epic Literature on George Lucas

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Unit: Ancient Religions, Writings, and Philosophies

Timeline: Week 6 to 9

Unit

Description:

Students will continue their journey in studying some of the oldest literature known to humankind; this include religions. We will take a look at Jewish, Islamic, and Hindu faiths and try to understand their basic belief systems, why they wrote their literature, the power it still has today, and their fundamental differences.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

How does what readers' read influence how they should read it?

What makes these civilizations and their literature similar? Different?

How does a readers' purpose influence how text should be read?

How does poetry have power?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Theology plays a large role in world literature and helps to convey meaning and importance to our current civilization.

World thinkers can see the value of understanding differences and similarities between cultures.

Unit Materials: Chromebooks

PDF files

Google Tools

Kami

Internet research

Unit Assignments: Reading various assignments based on Jewish, Islamic, and Hindu Literatures.

Researching creation stories from around the world.

Focusing on the mythology in 1,001 Nights.

Learning about Hindu art.

Understanding the role of henotheism.

Writing a journal about Sibi.

Unit Key Terminology & Definitions :

- Torah
- Oral Torah
- Covenant
- Ordinances
- Paradise
- Pardez
- Pillars of Faith
- Mirhab
- Frame Story
- smirti
- sruti
- Bhagavad Gita

Mahabharata
Rig Veda
karma
dharma
nirvana
samsara

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.11-12.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.D (Advanced)	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12.F (Advanced)	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11-12.G (Advanced)	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.2.11-12.H (Advanced)	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.2.11-12.J (Advanced)	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.11-12.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.11-12.E (Advanced)	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
CC.1.3.11-12.J (Advanced)	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.11-12.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.11-12.A (Advanced)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11-12.C (Advanced)	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11-12.F (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.C (Advanced)	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each

[CC.1.5.11-12.G \(Advanced\)](#) source and noting any discrepancies among the data.
Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

(* standards consolidated from Topic level)

Topic: Importance of Jewish Literature

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: The Power of Poetry--Three Reasons

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.C \(Advanced\)](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Topic: Jewish Story of Creation

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.

[CC.1.2.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Creation Stories From Around the World

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.G \(Advanced\)](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Michelangelo's The Creation of Adam and Hebrew Word Derivations

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Power of Literature in Islamic Lit

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Fiction in Islamic Lit--1,001 Nights--What's a Frame Story?

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

[CC.1.3.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Types of Hindu Literature--smirti and sruti

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Holy works of Hindu Literature

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Why Henotheism?

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Analysis of Sibi in the Mahabharata

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.A \(Advanced\)](#) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

[CC.1.4.11-12.C \(Advanced\)](#) Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

[CC.1.4.11-12.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.11-12.S \(Advanced\)](#) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Topic: Discussing the impact of Hindu artwork...frescos

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: How Temples are Artwork

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Unit: Post-Classical Epic Literature (Beowulf)

Timeline: Week 11 to 13

Unit Description: Students will study where the current language that we speak derives from. They will understand the history of the English language and how it derives from Old English. Students will discuss what it means to be considered a literary classic, the power of Post-Classical Epic Poetry, traditions passed down to our society and how *Beowulf* is an action packed history lesson.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

What is the text really about?

How does interaction with text provoke thinking and response?

How do active listeners find meaning?

How does one organize and synthesize information from various sources?

Why learn new words?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective research requires the use of varied resources to gain or expand knowledge.

An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials: Chromebooks

PDF Files

Google Tools

Unit Assignments: Read *Beowulf*.

Write their own mock epic.

Write an MLA research paper based off of the epic tale.

Unit Key Terminology & Definitions : Samhain
Wergild
Post Classical
Old English

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- [CC.1.2.11-12.C \(Advanced\)](#) Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- [CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- [CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
- [CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- [CC.1.3.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- [CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.
- [CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- [CC.1.3.11-12.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.11-12.C \(Advanced\)](#) Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- [CC.1.4.11-12.D \(Advanced\)](#) Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- [CC.1.4.11-12.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G (Advanced)	Write arguments to support claims in an analysis of substantive topics.
CC.1.4.11-12.H (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11-12.J (Advanced)	<ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.11-12.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.11-12.N (Advanced)	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
CC.1.4.11-12.P (Advanced)	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CC.1.4.11-12.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.11-12.T (Advanced)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.11-12.U (Advanced)	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
CC.1.4.11-12.W (Advanced)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.1.4.11-12.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.C (Advanced)	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CC.1.5.11-12.D (Advanced)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E (Advanced)	Adapt speech to a variety of contexts and tasks.
CC.1.5.11-12.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

(* standards consolidated from Topic level)

Topic: Nordic Language and Impact Today**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: History of A-S England**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.C \(Advanced\)](#) Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

[CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: What Makes a Literary Work Classic?**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.C \(Advanced\)](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Topic: Post-Classical Examples in Beowulf**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

[CC.1.3.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

[CC.1.3.11-12.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

[CC.1.3.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Writing Your Own Mock Epic**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.11-12.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.11-12.H \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

[CC.1.4.11-12.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.

[CC.1.4.11-12.N \(Advanced\)](#) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

[CC.1.4.11-12.P \(Advanced\)](#) Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CC.1.4.11-12.R \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Topic: How to Sell Your Idea

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.D \(Advanced\)](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

[CC.1.5.11-12.E \(Advanced\)](#) Adapt speech to a variety of contexts and tasks.

[CC.1.5.11-12.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Topic: MLA Research Essay (Argumentative)

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.11-12.C \(Advanced\)](#) Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

[CC.1.4.11-12.D \(Advanced\)](#) Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

[CC.1.4.11-12.G \(Advanced\)](#) Write arguments to support claims in an analysis of substantive topics.

[CC.1.4.11-12.J \(Advanced\)](#) Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

[CC.1.4.11-12.R \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.11-12.S \(Advanced\)](#) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

[CC.1.4.11-12.T \(Advanced\)](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CC.1.4.11-12.U \(Advanced\)](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

[CC.1.4.11-12.W \(Advanced\)](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CC.1.4.11-12.X \(Advanced\)](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of

discipline-specific tasks, purposes, and audiences.

Unit: How to Write a MLA Research Paper

Timeline: Week 37

Unit

Description: Students will learn the basics of how to write a collegiate essay following MLA formatting.

Unit Essential Questions: How does a reader and writer know what sources can be trusted?

What makes clear and effective writing?

What is the purpose of writing an MLA paper?

How do I cite my sources correctly?

How do learners make decisions concerning formal and informal language in social and academic settings?

Unit Big Ideas: Effective research requires the use of varied resources to gain or expand knowledge.

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Unit Materials: Chromebooks

Google Tools

Internet research

PDF file

Unit

Assignments: Write your own MLA research based paper.

Unit Key Terminology & Hanging indent

Definitions : Signal phrases

quantitative references

This Curriculum Map Unit has no Topics to display

Unit: Public Speaking Skills

Timeline: Week 14 to 15

Unit

Description: Public speaking is important because it helps students work out how to communicate to other effectively and makes students better prepared to be positive community members in the future.

Unit Essential Questions: How do task, purpose, and audience influence how speakers craft and deliver a message?

How do speakers employ language and utilize resources to effectively communicate a message?

Unit Big Ideas: Effective speakers prepare and communicate messages to address the audience and purpose.
Speakers have power when in front of an audience. Or words carry responsibility and weight.

Unit Materials: Chromebooks
Google Tools
PDF file

Unit Assignments: Analyzing the greatest speech in film.
Critiquing two parts of Frederick Douglass's "What to a Slave is the 4th of July?" speech.
Generating their own individual persuasive speech. To be given at a later date.
Peer critiquing

Unit Key Terminology & Definitions : Conferred Power
Natural Power
Anaphora
Epistrophe
Disfluencies
oration

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.

[CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.B \(Advanced\)](#) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

(* standards consolidated from Topic level)

Topic: Types of Power
STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: How to Organize a Speech

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Techniques of Rhetoric for Power

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.B \(Advanced\)](#) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Topic: Intro to Frederick Douglass

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Analysis of Persuasion in "What to a Slave Is the 4th of July?"

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.

[CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Sources Used for Credibility

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Unit: Elizabethan Literature and the Tragedy

Timeline: Week 17 to 26

Unit Students will study the formatting of a tragedy as established by Aristotle in *Poetics* (330 BC).

Description: This will result in the analysis of Shakespeare's cruelest tragedy; *King Lear*.

Unit Essential Questions: Is revenge justifiable?
Is a catharsis important?
Does power corrupt?
How do strategic readers create meaning from informational and literary text?
How does interaction with text provoke thinking and response?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.
Critical thinkers actively and skillfully interpret analyze, evaluate and synthesize information.
What is the structure of a tragedy?
Why is it vital to have a catharsis?
Is revenge justifiable?
Does power corrupt?

Unit Materials: Chromebooks
Google Tools
PDF of the play
Kami
Copy of the recitation

Unit Assignments: Researching the English Renaissance.
Reading many secondary sources that tie into our play.
Completing a dramatic presentation/recitation.

Unit Key Terminology & Definitions : Tragedy
stichomythia
universal law
rota fortunae
hysterica passio
turlygod
coxcomb
hovel

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.A](#)
(Advanced)

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

[CC.1.2.11-12.B](#)

Cite strong and thorough textual evidence to support

(Advanced)	analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.C (Advanced)	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11-12.E (Advanced)	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11-12.G (Advanced)	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.2.11-12.H (Advanced)	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.2.11-12.I (Advanced)	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
CC.1.2.11-12.J (Advanced)	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.11-12.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.11-12.A (Advanced)	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11-12.C (Advanced)	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.3.11-12.D (Advanced)	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11-12.E (Advanced)	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
CC.1.3.11-12.G (Advanced)	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.1.3.11-12.H (Advanced)	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.3.11-12.I (Advanced)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.11-12.J (Advanced)	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.11-12.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.11-12.J (Advanced)	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.S (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.11-12.W (Advanced)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.D (Advanced)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

(* standards consolidated from Topic level)

Topic: Life and Times; Facts vs Fiction on William Shakespeare

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: What Makes a Tragedy? Aristotle's Framework

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: 17th Century Bards

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Plagiarism of William Shakespeare

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Analysis of Tragedy in Shakespeare's King Lear

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

- [CC.1.3.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- [CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- [CC.1.3.11-12.G \(Advanced\)](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CC.1.3.11-12.H \(Advanced\)](#) Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- [CC.1.3.11-12.I \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- [CC.1.3.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: "On Tragedy" by Aristotle

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- [CC.1.2.11-12.C \(Advanced\)](#) Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- [CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- [CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

Topic: English Renaissance Reading

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
- [CC.1.2.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Topic: "Caporushes"

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.4.11-12.J \(Advanced\)](#) Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- [CC.1.4.11-12.S \(Advanced\)](#) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- [CC.1.4.11-12.W \(Advanced\)](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each

source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Topic: "Goneril" Analysis by Karel Capek

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.E \(Advanced\)](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: "Send In the Clowns" by Goenawan Mohamad

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

[CC.1.2.11-12.E \(Advanced\)](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Topic: Lear Dramatic Recitation

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.B \(Advanced\)](#) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

[CC.1.5.11-12.D \(Advanced\)](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Topic: Francis Bacon's "On Revenge"--Is Revenge Justifiable?

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.C \(Advanced\)](#) Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

[CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: "Wise Enough to Play the Fool" Analysis

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: "Why Lear is the Cruellest Play" Discussion

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.G \(Advanced\)](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Does Power Corrupt? "On the Doctrine of the Feeling of Power" by Nietzsche

Minutes for Topic: 44

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.C \(Advanced\)](#) Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

[CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

[CC.1.2.11-12.I \(Advanced\)](#) Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: "The Happy Ending King Lear" by Nahum Tate

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.3.11-12.G \(Advanced\)](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Unit: How to Write an APA Research Paper

Timeline: Week 38

Unit

Description: Students will learn how to write a research based essay following APA formatting.

Unit Essential Questions: How does a reader and writer know what sources can be trusted?

Questions:

What makes clear and effective writing?

What is the purpose of writing an MLA paper?

How do I cite my sources correctly?

How do learners make decisions concerning formal and informal language in social and academic settings?

Unit Big

Ideas: Effective research requires the use of varied resources to gain or expand knowledge.
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Unit Materials: Chromebooks
PDF file
Google Tools
Internet research

Unit Assignments: Writing an APA based research paper.
Peer editing.

Unit Key Terminology & Definitions : Hanging indent
Running head
Abstract
quantitative phrases
references

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.4.11-12.B \(Advanced\)](#) Write with a sharp, distinct focus identifying topic, task, and audience.
- [CC.1.4.11-12.U \(Advanced\)](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- [CC.1.4.11-12.V \(Advanced\)](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CC.1.4.11-12.X \(Advanced\)](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

This Curriculum Map Unit has no Topics to display

Unit: Japanese Literature and Philosophies

Timeline: Week 27 to 30

Unit Description: Japan has one of the oldest literature basis to study. Their thought-provoking symbolism using in writing causes students to perform deep introspection to understand. Their philosophies and ideas permeate our culture today.

Unit Essential Questions: How does interaction with text provoke thinking and response? How can I apply these philosophies to better my own life?

How can meditation help me today?

How do strategic readers create meaning from informational and literary text?

Unit Big Ideas: Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.

How do the philosophies of Japan impact my life?

Unit Materials: Chromebooks

Google Tools

PDF files

Kami

EdPuzzle

Ran video

Unit Assignments: Discussion on the evolution of Japanese literature.

Importance of women on early Japanese literature.

Reading various works emphasizing style and Buddhist theory.

Unit Key Terminology & tanka

Definitions : zuihitsu

monogatari

ukiyo-zoshi

haiku

haiki

kabuki

No Theatre

capsule hotel

Buddhism

Noble Truths

8-Fold Path

dukha

cessation

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.A](#)
(Advanced)

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

[CC.1.2.11-12.B](#)
(Advanced)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.D (Advanced)	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12.E (Advanced)	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11-12.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.11-12.A (Advanced)	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.B (Advanced)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11-12.C (Advanced)	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.3.11-12.D (Advanced)	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11-12.E (Advanced)	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
CC.1.3.11-12.J (Advanced)	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.11-12.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B (Advanced)	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

(* standards consolidated from Topic level)

Topic: Difference between Educational Systems in Japan and US

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.F \(Advanced\)](#) Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Topic: Importance of Women in Early Japanese Literature

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Evolution of Japanese Literature

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Who was Akira Kurosawa? Explain his work Ran.

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Comparing King Lear to Ran

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.F \(Advanced\)](#) Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Topic: Power of Kabuki Performances

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: The Capsule Hotel

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.B \(Advanced\)](#) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Topic: Zuihitsu Style in Kenko's "Essays In Idleness"

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.E \(Advanced\)](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Criticisms in Shonagon's "Pillow Book"

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more themes or central

ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

[CC.1.3.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

Topic: Buddhist Philosophy, Nobel Truths, and 8-Fold Path

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Emphasis of Buddhist Theory in Hoshi's "Hey, Come On Out"

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.3.11-12.C \(Advanced\)](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

[CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

[CC.1.3.11-12.J \(Advanced\)](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Unit: Chinese Literature and Philosophies

Timeline: Week 31 to 33

Unit Chinese Literature has an ancient tradition incorporating poetry and philosophy together.

Description: Some of the greatest teachers in the world came from China. We will analyze many works and apply them to our daily lives.

Unit Essential Questions: What did Socrates, Confucius and Jesus all have in common? What did those similarities say about them?

How does the texts provide analysis and introspection?

What are the differences between Confucianism and Taoism? How can they be followed throughout life?

Unit Big Ideas: Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret analyze, evaluate, and synthesize information.

What are the similarities between the three greatest teachers in the world: Socrates, Confucius, and Jesus? What can we learn from all three?

How can we apply Chinese philosophy in our daily lives to create harmony of the soul?

Unit Materials: Chromebooks

Google Tools

PDF files of readings

Kami
EdPuzzle
Screencastify
videos
YouTube

Unit Assignments: Researching Confucian theory.
Researching differences between Confucianism and Taoism.
Various readings and worksheets.
EdPuzzle video on the wave of tech in Chinese education.

Unit Key Terminology & Definitions : Confucianism
Lao Tzu
Taoism
"education"
The Way

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- [CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.
- [CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- [CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CC.1.5.11-12.B \(Advanced\)](#) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
- [CC.1.5.11-12.F \(Advanced\)](#) Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- [CC.1.5.11-12.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

(* standards consolidated from Topic level)

Topic: Chinese Education with Technology

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Intro to Chinese Literature and Philosophies

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Who was Confucius?

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Confucian Theory

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.B \(Advanced\)](#) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Topic: Who was Lao Tzu and What was the Tao Te Ching?

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.B \(Advanced\)](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

[CC.1.2.11-12.D \(Advanced\)](#) Evaluate how an author's point of view or purpose shapes the content and style of a text.

[CC.1.2.11-12.H \(Advanced\)](#) Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Differences between two schools of thought: Confucianism and Taoism

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.F \(Advanced\)](#) Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

[CC.1.5.11-12.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Topic: Similarities Between the Three Greatest Teachers in the World

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.B \(Advanced\)](#) Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Unit: Greek and Roman Literature

Timeline: Week 34 to 36

Unit Description: Greek and Roman literatures both have a tremendous impact of our daily culture. We will dive into the main aspects of their literature collections—including mythology--, discuss their impact on the Bard, and find out how perfection effected their lives, architecture, and literature.

Unit Essential Questions: How did the idea of perfection influence daily life, architecture, and literature?

What does this work mean to me today?

How do epics have power?

What is the purpose of the epic form?

What was it like to live as a Roman?

How did Roman literature influence the Bard?

Unit Big Ideas: Critical thinkers actively and skillfully interpret analyze, evaluate and synthesize information.

Effective readers use appropriate strategies to construct meaning.

How did the idea of perfection influence daily life, architecture, and literature?

Unit Materials: Chromebooks

Google Tools

PDF files

YouTube

videos

Screencastify

Unit Assignments: Research various assigned topics on mythology.

Analysis of *The Iliad*.

How did *The Metamorphosis* influence the Bard?

Research on life of the Romans and their literature.

Various readings from both Greek and Roman traditions with digital worksheets.

Unit Key Terminology & Definitions :

Doric

Ionic

Corinthian

firebrand

muses

fates

manes

lares

aqueduct
in media res
stock epithets
invocation

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.11-12.L (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.11-12.A (Advanced)	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.E (Advanced)	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
CC.1.3.11-12.F (Advanced)	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12.G (Advanced)	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.1.3.11-12.H (Advanced)	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.3.11-12.K (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.C (Advanced)	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CC.1.5.11-12.D (Advanced)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.F (Advanced)	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.11-12.G (Advanced)	Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

(* standards consolidated from Topic level)

Topic: How Did Greek Literature Develop Over Time?

STANDARDS

STATE: PA Core Standards (2014)

CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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Topic: Gods and Goddesses of Greece/Rome

STANDARDS

STATE: PA Core Standards (2014)

CC.1.5.11-12.A (Advanced)	Initiate and participate effectively in a range of collaborative discussions on grade-
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level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CC.1.5.11-12.C \(Advanced\)](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CC.1.5.11-12.D \(Advanced\)](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

[CC.1.5.11-12.F \(Advanced\)](#) Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

[CC.1.5.11-12.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Topic: Tale of Troy

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Topic: Importance of Perfection in Roman Literature

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.11-12.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Topic: Analysis of The Iliad

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.E \(Advanced\)](#) Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

[CC.1.3.11-12.F \(Advanced\)](#) Evaluate how words and phrases shape meaning and tone in texts.

[CC.1.3.11-12.G \(Advanced\)](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CC.1.3.11-12.H \(Advanced\)](#) Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: Ovid's The Metamorphosis--"Pyramus and Thisbe"

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.11-12.A \(Advanced\)](#) Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

[CC.1.3.11-12.H \(Advanced\)](#) Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

[CC.1.3.11-12.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Topic: What was it like to live like a Roman?

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.5.11-12.A \(Advanced\)](#) Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CC.1.5.11-12.C \(Advanced\)](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- [CC.1.5.11-12.D \(Advanced\)](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CC.1.5.11-12.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.