

BRITISH LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<p>STANDARD 1.1 <i>Understand and practice writing as a recursive process.</i></p>			
<p>CE1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p>	<p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p> <p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p>	<p>Unit 3: Write an analytical essay, following MLA conventions, on <u>Sir Gawain and the Green Knight</u>, focusing on structural and symbolic elements.</p> <p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p> <p>Unit 11: Write an essay analyzing the style and subject matter of a</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel,</p>	

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	<p>Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Alan Lomax, Steeleye Span) Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “ Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.1.3 Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g. letter to editor, proposal, poem, or digital story).</p>	<p>Unit 3: Compose a ballad of their own, following stylistic conventions of the Child ballads. Unit 4: Imagine and write a short interview with three characters from the play, or imagined servants. Assemble a commonplace book, extracting specific lines from the play, cataloguing good illustrations of motific language. Unit 6: Write a paper on WH, incorporating a critical theory. Unit 10: Write an essay that draws parallels between Greene’s</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p>	

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	<p>depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p> <p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Unit 4: Anchor Text: William Shakespeare's <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p>	<p>Unit 1: Write an informal response involving character and context in Golding's novel. Students will either imagine themselves onto the island or consider the role that gender and cultural expectations play in Golding's book.</p> <p>Unit 4: Appraise the different filmic interpretations, comparing them not only to each other, but also back to Shakespeare's original text.</p> <p style="padding-left: 40px;">Compose an essay in which they articulate their own understanding of film adaptations</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u></p> <p>Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 4: Anchor Text: William Shakespeare's <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men</i></p>	

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	<p>of Shakespeare’s <u>MacBeth</u></p> <p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p> <p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p><i>of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p>	<p>Unit 3: Write an analytical essay, following MLA conventions, on <u>Sir Gawain and the Green Knight</u>, focusing on structural and symbolic elements.</p> <p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads</p>	

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	<p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>(Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span) Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>” Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p>	<p>Unit 3: Write an analytical essay, following MLA conventions, on <u>Sir Gawain and the Green Knight</u>, focusing on structural and symbolic elements. Unit 6: Write a paper on WH, incorporating a critical theory. Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today Unit 11: Write an essay analyzing the</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport</p>	

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	<p>style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Convention, Art Garfunkel, Alan Lomax, Steeleye Span) Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>” Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.</p>	<p>Unit 3: Write an analytical essay, following MLA conventions, on <u>Sir Gawain and the Green Knight</u>, focusing on structural and symbolic elements. Unit 4: Imagine and write a short interview with three characters from the play, or imagined servants. Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel,</p>	

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	<p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Alan Lomax, Steeleye Span) Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrissette (2002) Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p>	<p>Unit 3: Write an analytical essay, following MLA conventions, on <u>Sir Gawain and the Green Knight</u>, focusing on structural and symbolic elements. Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel,</p>	

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		Alan Lomax, Steeleye Span) Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
STANDARD 1.2 <i>Use writing, speaking, and visual expression for personal understanding and growth.</i>			
CE1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas			
CE1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).			
CE1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Unit 3: Compose a ballad of their own, following stylistic conventions of the Child ballads.	Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)	
CE1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.	Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u>	

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		Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
<p>STANDARD 1.3 <i>Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g. to reflect, persuade, inform, analyze, entertain, inspire).</i></p>			
<p>CE1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</p>	<p>Unit 2: Attempt to solve an Old English riddle, and then write one of their own.</p> <p>Unit 3: Compose a ballad of their own, following stylistic conventions of the Child ballads.</p> <p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 10: Write an essay that draws parallels between Greene's depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p> <p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, "Repetition and the</p>	

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		<p>Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p>	<p>Unit 2: Write an essay in which they identify stylistic hallmarks and thematic preoccupations in an Old English poem that they’ve not seen before.</p> <p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p> <p>Unit 11: Compare and contrast the differing writing styles of John Lennon and Paul McCartney</p> <p>Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael)</p> <p>Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English</p>	

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		<p>poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p>	<p>Unit 3: Write an analytical essay, following MLA conventions, on <u>Sir Gawain and the Green Knight</u>, focusing on structural and symbolic elements.</p> <p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 10: Write an essay that draws parallels between Greene’s</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen</p>	

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	<p>depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p> <p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p>	<p>Unit 4: Appraise the different filmic interpretations, comparing them not only to each other, but also back to Shakespeare’s original text.</p> <p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the</p>	<p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by</p>	

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	<p>1960s and conflict in the Middle East today</p> <p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>	<p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 11: Anchor Text: Lyrics and</p>	

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		<p>Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</p>	<p>Unit 4: Compose an essay in which they articulate their own understanding of film adaptations of Shakespeare's <u>MacBeth</u></p> <p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Unit 4: Anchor Text: William Shakespeare's <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.3.7 Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to</p>	<p>Unit 3: Listen / read along as teacher reads/sings Child ballads ; work in small groups to compare/contrast Robin Hood ballads.</p> <p>Unit 5: Read and draw connections between excerpts of the Sadler Report and articles by Morley and</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child</p> <p>Related Texts: Anonymous,</p>	

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<p>solve problems, and offering dissent courteously.</p>	<p>Engel, and Dickens’s <u>Hard Times</u> Identify hallmarks of Romantic Poetry. Unit 6: Identify hallmarks of Romanticism. Unit 11: Consider stylistic hallmarks of Beatles lyrics, and compare them to those of English Romanticism. Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span) Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948) Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>” Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p>	

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		Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
CE1.3.8 Evaluate own and others' effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).			
CE1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	Unit 3: Compose a ballad of their own, following stylistic conventions of the Child ballads. Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.	Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span) Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
STANDARD 1.4 <i>Develop and use the tools and practices of inquiry and research-generating,</i>			

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<i>exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i>			
CE1.4.1 Identify, explore, and refine topics and questions appropriate for research.	Unit 6: Write a paper on WH, incorporating a critical theory.	Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “	
CE1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	Unit 4: Assemble a commonplace book, extracting specific lines from the play, cataloguing good illustrations of motific language. Appraise the different filmic interpretations, comparing them not only to each other, but also back to Shakespeare’s original text.	Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)	
CE1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g. argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).	Unit 3: Write an analytical essay, following MLA conventions, on <u>Sir Gawain and the Green Knight</u> , focusing on structural and symbolic elements. Unit 8: Read and discuss/apply the ideas in Orwell’s essay “Politics and the English Language”. Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle	Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads	

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HSCE	Activities	Resources/Materials	Assessment
	East today	(Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span) Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky Viewing: <i>Brazil</i> , directed by Terry Gilliam (1986), <i>Manufacturing Consent</i> , directed by Mark Achbar & Peter Wintonick (1992) Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u>	
CE1.4.4 Interpret, synthesis, and evaluate information/findings in various print sources and media (e.g. fact and opinion, comprehensiveness of the evidence, bias varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today	Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u>	
CE1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	Unit 2: Write an essay in which they identify stylistic hallmarks and thematic preoccupations in an Old English poem that they’ve not seen before. Unit 6: Write a paper on WH, incorporating a critical theory. Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today Unit 11: Compare and contrast the differing writing styles of John Lennon and Paul McCartney	Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u> , J.R.R. Tolkien, <u>The Hobbit</u> , Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u> Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans,	

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HSCE	Activities	Resources/Materials	Assessment
		<p>“The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE1.4.6 Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).</p>	<p>Unit 6: Write a paper on WH, incorporating a critical theory.</p> <p>Unit 8: Read and discuss/apply the ideas in Orwell’s essay “Politics and the English Language”.</p> <p>Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p>	<p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p> <p>Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986),</p>	

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		<i>Manufacturing Consent</i> , directed by Mark Achbar & Peter Wintonick (1992) Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u>	
CE1.4.7 Recognize the role of research including student research as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g. presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	Unit 3: Listen / read along as teacher reads/sings Child ballads ; work in small groups to compare/contrast Robin Hood ballads.	Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)	
STANDARD 1.5 <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g. poetry, fiction and creative nonfiction stories, academic ad literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</i>			
CE1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.	Unit 1: Write an informal response involving character and context in Golding’s novel. Students will either imagine themselves onto the island or consider the role that gender and cultural expectations play in Golding’s book. Unit 4: Memorize and recite a twelve line passage from <u>MacBeth</u> . Analyze and paraphrase an exceptionally metaphoric passage	Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, “The Meaning of it All”, 1959 BBC interview with William Golding Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens	

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	from <u>MacBeth</u>	Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrissette (2002)	
CE1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.	Unit 4: Memorize and recite a twelve line passage from <u>MacBeth</u> . Unit 7: Read a play that is light, fluffy, and in which no one gets hurt.	Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrissette (2002) Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u>	
CE1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).	Unit 2: Attempt to solve an Old English riddle, and then write one of their own. Unit 6: Write a paper on WH, incorporating a critical theory. Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.	Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u> , J.R.R. Tolkien, <u>The Hobbit</u> , Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u> Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans,	

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		<p>“The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
CE1.5.4	Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).		
CE1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).		
STANDARD 2.1 Develop critical reading, listening, and viewing strategies.			
CE2.1.1	Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text	<p>Unit 1: Examine in discussion reading as inference.</p> <p>Unit 2: Read Christ’s chapter on Norse Mythology.</p> <p>Listen and read along as teacher reads/performs <u>Beowulf</u> in class.</p> <p>Read Tolkien’s <u>The Hobbit</u> as</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u></p> <p>Related Readings: Kermode, “The Meaning of it All”, 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u></p>

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<p>demands and features.</p>	<p>an outside reading, and make connections between Tolkien's fiction and his academic work as an Old English scholar.</p> <p>Write an essay in which they identify stylistic hallmarks and thematic preoccupations in an Old English poem that they've not seen before.</p> <p>Unit 3: Listen / read along as teacher reads <u>Sir Gawain and the Green Knight</u>, and re-read those passages at home.</p> <p>Listen / read along as teacher reads/sings Child ballads ; work in small groups to compare/contrast Robin Hood ballads.</p> <p>Unit 4: Listen to a recording of <u>MacBeth</u> in class, following along in their texts, and re-reading these scenes at home.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature.</p> <p>Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail.</p> <p>Re-read first three chapters, and comment upon the circular structure of Emily Bronte's only novel.</p> <p>Unit 7: Read a play that is light, fluffy, and in which no one gets hurt.</p> <p>Unit 8: Read Orwell's <u>1984</u></p> <p>Learn about various techniques and models of</p>	<p>(Translated, Burton Raffael)</p> <p>Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u></p> <p>Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts:</p> <p>Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare's <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar</p>	

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	<p>propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus.</p> <p>Read a selection of poetry by these poets.</p> <p>Unit 10: Read <i>The Quiet American</i></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture</p> <p>Analyze/read closely lyrics of The Beatles.</p> <p>Compare and contrast the differing writing styles of John Lennon and Paul McCartney</p>	<p>Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert's <u><i>The Story of England</i></u>, "Ground in the Mill" by Henry Morley, "Child Labor in the Mines" by Friedrich Engels, "The Sadler Report", official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u><i>Wuthering Heights</i></u></p> <p>Related Texts: J. Hillis Miller, "Repetition and the Uncanny", Margaret Homans, "The Name of the Mother", Terry Eagleton, "Myths of Power", James Dwyer, "Nelly Dean and the 'Door of Communication'", A. Stuart Daley, "A Chronology of <i>Wuthering Heights</i> "</p> <p>Unit 7: Anchor Text: Oscar Wilde, <u><i>The Importance of Being Earnest</i></u></p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p> <p>Related Texts: "Politics and the English Language" by George Orwell, "Propaganda and the American System" by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p>	

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		Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u> , Elvis Costello, <u>Singing Dictionary</u> Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
CE2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.	Unit 1: Read <u>Lord of the Flies</u> as homework. Unit 2: Read Christ's chapter on Norse Mythology. Listen and read along as teacher reads/performs <u>Beowulf</u> in class. Read Tolkien's <u>The Hobbit</u> as an outside reading, and make connections between Tolkien's fiction and his academic work as an Old English scholar. Unit 3: Listen / read along as teacher reads <u>Sir Gawain and the Green Knight</u> , and re-read those passages at home. Listen / read along as teacher reads/sings Child ballads ; work in small groups to compare/contrast Robin Hood ballads. Unit 4: Listen to a recording of <u>MacBeth</u> in class, following along in their texts, and re-reading these	Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u> , J.R.R. Tolkien, <u>The Hobbit</u> , Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u> Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child</u>	

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	<p>scenes at home.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature.</p> <p style="padding-left: 2em;">Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail.</p> <p style="padding-left: 2em;">Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only novel.</p> <p>Unit 8: Read Orwell’s <u>1984</u></p> <p style="padding-left: 2em;">Learn about various techniques and models of propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus.</p> <p style="padding-left: 2em;">Read a selection of poetry by these poets.</p> <p>Unit 10: Read <u>The Quiet American</u></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture</p> <p style="padding-left: 2em;">Analyze/read closely lyrics of The Beatles.</p>	<p><u>Ballads</u> , edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily</p>	

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		<p>Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	

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<p>CE2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixed, and the use of appropriate resource materials such as print and electronic dictionaries.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework.</p> <p>Unit 2: Read Christ’s chapter on Norse Mythology. Connect Old English nouns to cognates in other Indo-European languages. Listen and read along as teacher reads/performs <u>Beowulf</u> in class.</p> <p>Read Tolkien’s <u>The Hobbit</u> as an outside reading, and make connections between Tolkien’s fiction and his academic work as an Old English scholar.</p> <p>Unit 3: Consider the implications of changes in orthography. Listen / read along as teacher reads <u>Sir Gawain and the Green Knight</u>, and re-read those passages at home. Listen / read along as teacher reads/sings Child ballads ; work in small groups to compare/contrast Robin Hood ballads.</p> <p>Unit 4: Listen to a recording of <u>MacBeth</u> in class, following along in their texts, and re-reading these scenes at home.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature. Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail. Re-read first three chapters, and comment upon the circular</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, “The Meaning of it All”, 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by</p>	

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	<p>structure of Emily Bronte’s only novel.</p> <p>Unit 8: Read Orwell’s <u>1984</u> Learn about various techniques and models of propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Read a selection of poetry by these poets.</p> <p>Unit 10: Read <u>The Quiet American</u> Discuss concepts of hegemony, ideology, statecraft, sovereignty, responsibility</p> <p>Unit 11: Learn about the historical context of post-WWII youth culture Analyze/read closely lyrics of The Beatles.</p>	<p>Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u></p> <p>Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework.</p> <p>Unit 2: Read Christ's chapter on Norse Mythology. Listen and read along as teacher reads/performs <u>Beowulf</u> in class. Read Tolkien's <u>The Hobbit</u> as an outside reading, and make connections between Tolkien's fiction and his academic work as an Old English scholar.</p> <p>Unit 3: Listen / read along as teacher reads <u>Sir Gawain and the Green Knight</u>, and re-read those passages at home. Listen / read along as teacher reads/sings Child ballads ; work in</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u></p> <p>Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael)</p> <p>Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p>	

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	<p>small groups to compare/contrast Robin Hood ballads.</p> <p>Unit 4: Listen to a recording of <u>MacBeth</u> in class, following along in their texts, and re-reading these scenes at home.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature.</p> <p style="padding-left: 40px;">Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail.</p> <p style="padding-left: 40px;">Write a paper on WH, incorporating a critical theory.</p> <p style="padding-left: 40px;">Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only novel.</p> <p>Unit 8: Read Orwell’s <u>1984</u></p> <p style="padding-left: 40px;">Learn about various techniques and models of propaganda.</p> <p style="padding-left: 40px;">Read and discuss/apply the ideas in Orwell’s essay “Politics and the English Language”.</p> <p style="padding-left: 40px;">Find and explain examples of propaganda in today’s media.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus.</p> <p style="padding-left: 40px;">Read a selection of poetry by these poets.</p> <p style="padding-left: 40px;">Read a passage from Joyce’s <u>Finnegans Wake</u> looking for specific stylistic and thematic details</p> <p>Unit 10: Read <u>The Quiet American</u></p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Unit 11: Learn about the historical context of post-WWII youth culture</p> <p>Analyze/read closely lyrics of The Beatles.</p>	<p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p> <p>Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u></p> <p>Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p>	

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		Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
<p>CE2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework.</p> <p>Unit 2: Read Christ's chapter on Norse Mythology. Listen and read along as teacher reads/performs <u>Beowulf</u> in class. Identify elements of Norse Mythology and "monkish intrusion" in the text of <u>Beowulf</u>. Read Tolkien's <u>The Hobbit</u> as an outside reading, and make connections between Tolkien's fiction and his academic work as an Old English scholar.</p> <p>Unit 3: Listen / read along as teacher reads <u>Sir Gawain and the Green Knight</u>, and re-read those passages at home. Listen / read along as teacher reads/sings Child ballads ; work in small groups to compare/contrast Robin Hood ballads.</p> <p>Unit 4: Listen to a recording of <u>MacBeth</u> in class, following along in their texts, and re-reading these scenes at home.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature. Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p>Unit 6: Read <u>Wuthering Heights</u></p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u> Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare's <u>MacBeth</u> Related Readings: Excerpts</p>	

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	<p>(WH) in extremely close detail. Write a paper on WH, incorporating a critical theory. Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only novel.</p> <p>Unit 8: Read Orwell’s <u>1984</u> Learn about various techniques and models of propaganda. Read and discuss/apply the ideas in Orwell’s essay “Politics and the English Language”. Find and explain examples of propaganda in today’s media.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Read a selection of poetry by these poets. Read a passage from Joyce’s <u>Finnegans Wake</u> looking for specific stylistic and thematic details</p> <p>Unit 10: Read <u>The Quiet American</u></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture Analyze/read closely lyrics of The Beatles.</p>	<p>from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrissette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p>	

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		<p>Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u></p> <p>Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework.</p> <p>Unit 2: Read Christ’s chapter on Norse Mythology. Listen and read along as teacher reads/performs <u>Beowulf</u> in class. Read Tolkien’s <u>The Hobbit</u> as an outside reading, and make connections between Tolkien’s fiction and his academic work as an Old English scholar.</p> <p>Unit 3: Listen / read along as teacher</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u></p> <p>Related Readings: Kermode, “The Meaning of it All”, 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael)</p> <p>Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old</p>	

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	<p>reads <u>Sir Gawain and the Green Knight</u>, and re-read those passages at home.</p> <p>Listen / read along as teacher reads/sings Child ballads ; work in small groups to compare/contrast Robin Hood ballads.</p> <p>Unit 4: Listen to a recording of <u>MacBeth</u> in class, following along in their texts, and re-reading these scenes at home.</p> <p>Appraise the different filmic interpretations, comparing them not only to each other, but also back to Shakespeare’s original text.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature.</p> <p>Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail.</p> <p>Write a paper on WH, incorporating a critical theory.</p> <p>Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only novel.</p> <p>Unit 8: Read Orwell’s <u>1984</u></p> <p>Learn about various techniques and models of propaganda.</p> <p>Read and discuss/apply the ideas in Orwell’s essay “Politics and the English Language”.</p> <p>Find and explain examples of propaganda in today’s media.</p>	<p>English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the</p>	

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	<p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Read a selection of poetry by these poets. Read a passage from Joyce’s <u>Finnegans Wake</u> looking for specific stylistic and thematic details</p> <p>Unit 10: Read <u>The Quiet American</u></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture Analyze/read closely lyrics of The Beatles.</p>	<p>Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and</p>	

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		<p>Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework.</p> <p>Unit 2: Read Christ's chapter on Norse Mythology. Listen and read along as teacher reads/performs <u>Beowulf</u> in class. Read Tolkien's <u>The Hobbit</u> as an outside reading, and make connections between Tolkien's fiction and his academic work as an Old English scholar.</p> <p>Unit 3: Listen / read along as teacher reads <u>Sir Gawain and the Green Knight</u>, and re-read those passages at home. Listen / read along as teacher reads/sings Child ballads ; work in small groups to compare/contrast Robin Hood ballads.</p> <p>Unit 4: Listen to a recording of <u>MacBeth</u> in class, following along in their texts, and re-reading these scenes at home. Analyze and paraphrase an exceptionally metaphoric passage from <u>MacBeth</u></p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport</p>	

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	<p>literature.</p> <p>Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail.</p> <p>Write a paper on WH, incorporating a critical theory.</p> <p>Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only novel.</p> <p>Unit 8: Read Orwell’s <u>1984</u></p> <p>Learn about various techniques and models of propaganda.</p> <p>Read and discuss/apply the ideas in Orwell’s essay “Politics and the English Language”.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus.</p> <p>Read a selection of poetry by these poets.</p> <p>Unit 10: Read <u>The Quiet American</u></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture</p> <p>Analyze/read closely lyrics of The Beatles.</p> <p>Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Communication”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p> <p>Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u></p> <p>Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE2.1.8 Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.</p>	<p>Unit 5: Read and draw connections between excerpts of the Sadler Report and articles by Morley and Engel, and Dickens’s <u>Hard Times</u>.</p>	<p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p>	
<p>CE2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.</p>	<p>Unit 5: Read and draw connections between excerpts of the Sadler Report and articles by Morley and Engel, and Dickens’s <u>Hard Times</u>.</p>	<p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p>	
<p>CE2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.</p>	<p>Unit 5: Read and draw connections between excerpts of the Sadler Report and articles by Morley and Engel, and Dickens’s <u>Hard Times</u>.</p>	<p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921),</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<i>Oliver Twist</i> , directed by David Lean (1948)	
<p>CE2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p>	<p>Unit 1: Learn or refamiliarize themselves with basic and essential literary terms and concepts; (define, illustrate). Examine in discussion reading as inference.</p> <p>Unit 5: Read and draw connections between excerpts of the Sadler Report and articles by Morley and Engel, and Dickens’s <u>Hard Times</u>.</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, “The Meaning of it All”, 1959 BBC interview with William Golding</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p>	
<p>CE2.1.12 Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.</p>	<p>Unit 2: Listen and read along as teacher reads/performs <u>Beowulf</u> in class.</p> <p>Unit 4: Listen to a recording of <u>MacBeth</u> in class, following along in their texts, and re-reading these scenes at home.</p> <p>Unit 9: Read a selection of poetry by these poets.</p>	<p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael)</p> <p>Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002) Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p>	
STANDARD 2.2 <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i>			
CE2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	<p>Unit 1: Learn or refamiliarize themselves with basic and essential literary terms and concepts; (define, illustrate). Unit 4: Refamiliarize themselves with Shakespeare’s personal history and the dynamics of his Globe Theater. Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature. Identify hallmarks of Romantic Poetry. Consider ways in which life experiences shape the work of the English Romantic poets. Unit 6: Identify hallmarks of Romanticism. Unit 7: Read a play that is light,</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, “The Meaning of it All”, 1959 BBC interview with William Golding Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002) Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major</u></p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>fluffy, and in which no one gets hurt.</p> <p>Unit 8: Learn about various techniques and models of propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus.</p> <p>Unit 10: Discuss concepts of hegemony, ideology, statecraft, sovereignty, responsibility</p> <p>Unit 11: Learn about the historical context of post-WWII youth culture</p> <p>Consider stylistic hallmarks of Beatles lyrics, and compare them to those of English Romanticism.</p> <p>Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p><u>British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u></p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p> <p>Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar &</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Peter Wintonick (1992) Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u> Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p>	<p>Unit 4: Refamiliarize themselves with Shakespeare's personal history and the dynamics of his Globe Theater. Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature. Consider ways in which life experiences shape the work of the English Romantic poets. Unit 7: Read a play that is light, fluffy, and in which no one gets hurt. Unit 8: Learn about various techniques and models of propaganda. Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Unit 10: Discuss concepts of</p>	<p>Unit 4: Anchor Text: William Shakespeare's <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrissette (2002) Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher Hibbert's <u>The Story of England</u>, "Ground in the Mill" by Henry Morley,</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>hegemony, ideology, statecraft, sovereignty, responsibility</p> <p>Unit 11: Learn about the historical context of post-WWII youth culture</p> <p>Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>“Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u></p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p> <p>Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u></p> <p>Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	

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HSCE	Activities	Resources/Materials	Assessment
<p>CE2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p>	<p>Unit 4: Compose an essay in which they articulate their own understanding of film adaptations of Shakespeare’s <u>MacBeth</u></p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature.</p> <p style="padding-left: 40px;">Consider ways in which life experiences shape the work of the English Romantic poets.</p> <p>Unit 7: Read a play that is light, fluffy, and in which no one gets hurt.</p> <p>Unit 8: Read and discuss/apply the ideas in Orwell’s essay “Politics and the English Language”.</p> <p>Unit 8: Learn about various techniques and models of propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus.</p> <p>Unit 10: Discuss concepts of hegemony, ideology, statecraft, sovereignty, responsibility</p> <p>Unit 11: Learn about the historical context of post-WWII youth culture</p>	<p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrissette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u></p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p> <p>Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u></p> <p>Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>STANDARD 2.3 <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i></p>			
<p>CE2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p>	<p>Unit 3: Consider and respond to ways in which musical performances of Child ballads suggest their own subtle shifts in meaning.</p> <p>Unit 11: Learn about the impact and influence of Bob Dylan.</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p>	

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HSCE	Activities	Resources/Materials	Assessment
		Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
CE2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.			
CE2.3.3 Critically read and interpret instructions for a variety of tasks (e.g. completing assignments, using software, writing college and job applications).			
CE2.3.4 Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Unit 2: Read Tolkien's <u>The Hobbit</u> as an outside reading, and make connections between Tolkien's fiction and his academic work as an Old English scholar. Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature. Unit 8: Learn about various techniques and models of propaganda. Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Unit 11: Learn about the historical context of post-WWII youth culture	Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u> , J.R.R. Tolkien, <u>The Hobbit</u> , Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u> Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u> , <u>Major British Poets</u> , edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher Hibbert's <u>The Story of England</u> , "Ground in the Mill" by Henry Morley, "Child Labor in the Mines" by Friedrich Engels, "The	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p> <p>Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u></p> <p>Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	<p>Unit 6: Deconstruction, Binary Opposition and the special problem of the “Absent Presence” in WH.</p> <p>Consider Feminist, Psychoanalytic, and Marxist readings of “Wuthering Heights”.</p>	<p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of</p>	

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		Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “	
CE2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	Unit 6: Deconstruction, Binary Opposition and the special problem of the “Absent Presence” in WH. Consider Feminist, Psychoanalytic, and Marxist readings of “Wuthering Heights”.	Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “	
CE2.3.7 Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).	Unit 6: Deconstruction, Binary Opposition and the special problem of the “Absent Presence” in WH. Consider Feminist, Psychoanalytic, and Marxist readings of “Wuthering Heights”. Unit 11: Learn about the impact and influence of Bob Dylan.	Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “ Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
CE2.3.8 Develop and apply personal, shared, and	Unit 1: Discuss themes of alienation,	Unit 1: Anchor Text: William	

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academic criteria to evaluate own and others' oral, written, and visual texts.	primal fear, and responses to uncertainty.	Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding	
STANDARD 3.1 <i>Develop the skills of close and contextual literary reading.</i>			
CE3.1.1 Interpret literary language (e.g. imagery, allusions, symbolism, metaphor) while reading literary and expository works.	<p>Unit 1: Read <u>Lord of the Flies</u> as homework. Recognize and identify examples of these literary concepts at play in Golding's novel.</p> <p>Unit 2: Read and identify stylistic elements of Old English literature in various short poems. Listen and read along as teacher reads/performs <u>Beowulf</u> in class.</p> <p>Unit 4: Draw parallels between Shakespeare's poetic language and the language of earlier, anonymous medieval poets we've read.</p> <p>Unit 5: Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte Identify hallmarks of Romantic Poetry.</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail. Catalogue motif references in WH Discuss Derrida, Deconstruction, Binary Opposition and the special problem of the "Absent Presence" in WH Identify hallmarks of Romanticism. Consider Feminist,</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 4: Anchor Text: William Shakespeare's <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar</p>	

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	<p>Psychoanalytic, and Marxist readings of “Wuthering Heights” Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only novel..</p> <p>Unit 7: Read a play that is light, fluffy, and in which no one gets hurt.</p> <p>Unit 8: Read Orwell’s <u>1984</u></p> <p>Unit 10: Read <i>The Quiet American</i></p> <p>Unit 11: Consider stylistic hallmarks of Beatles lyrics, and compare them to those of English Romanticism. Analyze/read closely lyrics of The Beatles.</p>	<p>Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u></p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p>	

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		Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
CE3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	Unit 1: Read <u>Lord of the Flies</u> as homework. Recognize and identify examples of these literary concepts at play in Golding's novel. Unit 2: Listen and read along as teacher reads/performs <u>Beowulf</u> in class. Unit 5: Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail. Catalogue motif references in WH Deconstruction, Binary Opposition and the special problem of the "Absent Presence" in WH Consider Feminist, Psychoanalytic, and Marxist readings of "Wuthering Heights". Re-read first three chapters, and comment upon the circular structure of Emily Bronte's only novel. Unit 7: Read a play that is light,	Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u> , J.R.R. Tolkien, <u>The Hobbit</u> , Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u> Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u> , <u>Major British Poets</u> , edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher Hibbert's <u>The Story of England</u> , "Ground in the Mill" by Henry Morley, "Child Labor in the Mines"	

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	<p>fluffy, and in which no one gets hurt.</p> <p>Learn the conventions of comedy (social and romantic).</p> <p>Unit 8: Read Orwell's <u>1984</u></p> <p>Unit 10: Read <i>The Quiet American</i></p> <p>Unit 11: Analyze/read closely lyrics of The Beatles.</p>	<p>by Friedrich Engels, "The Sadler Report", official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, "Repetition and the Uncanny", Margaret Homans, "The Name of the Mother", Terry Eagleton, "Myths of Power", James Dwyer, "Nelly Dean and the 'Door of Communication'", A. Stuart Daley, "A Chronology of <i>Wuthering Heights</i>"</p> <p>Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u></p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u></p> <p>Related Texts: "Politics and the English Language" by George Orwell, "Propaganda and the American System" by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald,</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p><u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE3.1.3 Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework. Recognize and identify examples of these literary concepts at play in Golding's novel.</p> <p>Unit 2: Listen and read along as teacher reads/performs <u>Beowulf</u> in class.</p> <p>Unit 5: Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail. Catalogue motif references in WH Deconstruction, Binary Opposition and the special problem of the "Absent Presence" in WH Consider Feminist, Psychoanalytic, and Marxist readings of "Wuthering Heights". Re-read first three chapters, and comment upon the circular structure of Emily Bronte's only novel.</p> <p>Unit 7: Read a play that is light, fluffy, and in which no one gets hurt.</p> <p>Unit 8: Read Orwell's <u>1984</u></p> <p>Unit 10: Read <u>The Quiet American</u></p> <p>Unit 11: Analyze/read closely lyrics of The Beatles.</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher Hibbert's <u>The Story of England</u>, "Ground in the Mill" by Henry Morley, "Child Labor in the Mines" by Friedrich Engels, "The Sadler Report", official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p>	

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		<p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u></p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
CE3.1.4 Analyze characteristics of specific works and	Unit 1: Apply various allegorical	Unit 1: Anchor Text: William	Q

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<p>authors (e.g. voice, mood, time sequence, author vs narrator, stated vs implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.</p>	<p>readings (political, psychological, religious) to Golding's novel.</p> <p>Unit 2: Read and identify stylistic elements of Old English literature in various short poems. Connect Old English nouns to cognates in other Indo-European languages.</p> <p>Unit 3: Learn about the thematic concerns of middle English poetry.</p> <p>Unit 5: Identify hallmarks of Romantic Poetry. Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 6: Comment upon narrative structure and point of view in WH. Identify hallmarks of Romanticism. Consider Feminist, Psychoanalytic, and Marxist readings of "Wuthering Heights".</p> <p>Unit 7: Read a play that is light, fluffy, and in which no one gets hurt. Learn the conventions of comedy (social and romantic).</p> <p>Unit 9: Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 10: Write an essay that draws parallels between Greene's depiction of Southeast Asia in the 1960s and conflict in the Middle East today</p> <p>Unit 11: Consider stylistic hallmarks of Beatles lyrics, and compare them to those of English Romanticism.</p>	<p>Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher Hibbert's <u>The Story of England</u>, "Ground in the Mill" by Henry Morley,</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>“Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u></p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u></p> <p>Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	

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<p>CE3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework.</p> <p>Unit 3: Learn about the thematic concerns of middle English poetry.</p> <p>Unit 4: Draw parallels between Shakespeare’s poetic language and the language of earlier, anonymous medieval poets we’ve read.</p> <p style="padding-left: 40px;">Appraise the different filmic interpretations, comparing them not only to each other, but also back to Shakespeare’s original text.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature.</p> <p style="padding-left: 40px;">Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p style="padding-left: 40px;">Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail.</p> <p style="padding-left: 40px;">Deconstruction, Binary Opposition and the special problem of the “Absent Presence” in WH</p> <p style="padding-left: 40px;">Consider Feminist, Psychoanalytic, and Marxist readings of “Wuthering Heights”.</p> <p style="padding-left: 40px;">Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only novel.</p> <p>Unit 8: Read Orwell’s <u>1984</u>.</p> <p style="padding-left: 40px;">Learn about various techniques and models of</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u></p> <p>Related Readings: Kermode, “The Meaning of it All”, 1959 BBC interview with William Golding</p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of</u></p>	

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	<p>propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 10: Read <i>The Quiet American</i></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture Analyze/read closely lyrics of The Beatles.</p>	<p><u>England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p>	

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		Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
CE3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.	Unit 1: Read <u>Lord of the Flies</u> as homework. Unit 3: Learn about the thematic concerns of middle English poetry. Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature. Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail. Deconstruction, Binary Opposition and the special problem of the "Absent Presence" in WH Comment upon narrative structure and point of view in WH Consider Feminist, Psychoanalytic, and Marxist readings of "Wuthering Heights". Re-read first three chapters, and comment upon the circular structure of Emily Bronte's only novel. Unit 8: Read Orwell's <u>1984</u> . Read and discuss/apply the	Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span) Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u> , <u>Major British Poets</u> , edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher Hibbert's <u>The Story of England</u> , "Ground in the Mill" by Henry Morley,	

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	<p>ideas in Orwell’s essay “Politics and the English Language”. Learn about various techniques and models of propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 10: Read <i>The Quiet American</i></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture Analyze/read closely lyrics of The Beatles.</p>	<p>“Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by</p>	

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		<p>Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework. Unit 3: Learn about the thematic concerns of middle English poetry. Unit 4: Compose an essay in which they articulate their own understanding of film adaptations of Shakespeare's <u>MacBeth</u> Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature. Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte Identify stylistic and thematic concerns of individual poets. Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail. Re-read first three chapters, and comment upon the circular structure of Emily Bronte's only novel. Unit 8: Read Orwell's <u>1984</u>. Read and discuss/apply the ideas in Orwell's essay "Politics and the English Language". Learn about various techniques and models of propaganda.</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span) Unit 4: Anchor Text: William Shakespeare's <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990),</p>	

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	<p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 10: Read <i>The Quiet American</i></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture Analyze/read closely lyrics of <i>The Beatles</i>.</p>	<p><i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <i>Hard Times</i>, <i>Major British Poets</i>, edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert's <i>The Story of England</i>, "Ground in the Mill" by Henry Morley, "Child Labor in the Mines" by Friedrich Engels, "The Sadler Report", official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <i>Wuthering Heights</i></p> <p>Related Texts: J. Hillis Miller, "Repetition and the Uncanny", Margaret Homans, "The Name of the Mother", Terry Eagleton, "Myths of Power", James Dwyer, "Nelly Dean and the 'Door of Communication'", A. Stuart Daley, "A Chronology of <i>Wuthering Heights</i>"</p> <p>Unit 8: Anchor Text: George Orwell, <i>1984</i></p> <p>Related Texts: "Politics and the English Language" by George Orwell, "Propaganda and the American System" by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>,</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u></p> <p>Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework.</p> <p>Unit 2: Learn the social context for Old English oral poetry, its stylistic hallmarks and thematic concerns.</p> <p>Unit 3: Learn about the impact upon the development of the English language of the Norman Conquest. Learn about the thematic concerns of middle English poetry.</p> <p>Unit 4: Learn about England's rise to power on the world stage under Queen Elizabeth and the rise of James and the Stuarts.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u></p> <p>Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael)</p> <p>Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>literature.</p> <p>Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p>Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail.</p> <p>Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only novel.</p> <p>Unit 7: Read a play that is light, fluffy, and in which no one gets hurt.</p> <p>Unit 8: Read Orwell’s <u>1984</u>.</p> <p>Learn about various techniques and models of propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus.</p> <p>Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 10: Read <u>The Quiet American</u></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture</p> <p>Analyze/read closely lyrics of The Beatles.</p>	<p>Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>David Lean (1948) Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “ Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u> Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992) Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u> Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p>	

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HSCE	Activities	Resources/Materials	Assessment
		Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
<p>CE3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework.</p> <p>Unit 3: Listen / read along as teacher reads <u>Sir Gawain and the Green Knight</u>, and re-read those passages at home.</p> <p style="padding-left: 40px;">Consider and respond to ways in which musical performances of Child ballads suggest their own subtle shifts in meaning.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature.</p> <p style="padding-left: 40px;">Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte</p> <p style="padding-left: 40px;">Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail.</p> <p style="padding-left: 40px;">Re-read first three chapters, and comment upon the circular structure of Emily Bronte's only novel.</p> <p>Unit 7: Read a play that is light, fluffy, and in which no one gets hurt.</p> <p>Unit 8: Read Orwell's <u>1984</u>.</p> <p style="padding-left: 40px;">Read and discuss/apply the ideas in Orwell's essay "Politics and the English Language".</p> <p style="padding-left: 40px;">Learn about various techniques and models of propaganda.</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u></p> <p>Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child</p> <p>Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert's <u>The Story of England</u>, "Ground in the Mill" by Henry Morley, "Child Labor in the Mines" by Friedrich Engels, "The Sadler Report", official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921),</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 10: Read <i>The Quiet American</i></p> <p>Unit 11: Learn about the historical context of post-WWII youth culture Analyze/read closely lyrics of The Beatles.</p>	<p><i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u><i>Wuthering Heights</i></u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 7: Anchor Text: Oscar Wilde, <u><i>The Importance of Being Earnest</i></u></p> <p>Unit 8: Anchor Text: George Orwell, <u><i>1984</i></u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u><i>Major British Poets</i></u> Related Texts: James Joyce, <u><i>Finnegans Wake</i></u>, Elvis Costello, <u><i>Singing Dictionary</i></u></p> <p>Unit 10: Anchor Text: Graham Greene, <u><i>The Quiet American</i></u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald,</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p><u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.</p>	<p>Unit 1: Read <u>Lord of the Flies</u> as homework. Apply various allegorical readings (political, psychological, religious) to Golding's novel.</p> <p>Unit 2: Learn the social context for Old English oral poetry, its stylistic hallmarks and thematic concerns.</p> <p>Unit 3: Learn about the impact upon the development of the English language of the Norman Conquest. Learn about the history of Arthurian legend.</p> <p>Unit 4: Learn about England's rise to power on the world stage under Queen Elizabeth and the rise of James and the Stuarts.</p> <p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature. Read and draw connections between excerpts of the Sadler Report and articles by Morley and Engel, and Dickens's <u>Hard Times</u>. Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail.</p>	<p>Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, "The Meaning of it All", 1959 BBC interview with William Golding</p> <p>Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u>, J.R.R. Tolkien, <u>The Hobbit</u>, Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u>, edited by J.F. Child Related Texts: Anonymous, various early middle English poems ("Sumer is Ycumen In" & "Fowles in the Frith"), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)</p> <p>Unit 4: Anchor Text: William Shakespeare's <u>MacBeth</u></p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only novel.</p> <p>Unit 8: Read Orwell’s <u>1984</u>. Learn about various techniques and models of propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus. Identify stylistic and thematic concerns of individual poets.</p> <p>Unit 10: Read <i>The Quiet American</i></p> <p>Unit 11: Learn about the impact and influence of Bob Dylan.</p>	<p>Related Readings: Excerpts from <i>Shakespeare in Film</i> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrissette (2002)</p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>”</p> <p>Unit 8: Anchor Text: George</p>	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Orwell, 1984 Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992) Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u> Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>STANDARD 3.2 <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i></p>			
<p>CE3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts,</p>	<p>Unit 3: Consider and respond to ways in which musical performances of Child ballads suggest their own</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by</p>	

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HSCE	Activities	Resources/Materials	Assessment
satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.	subtle shifts in meaning.	Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)	
CE3.2.2 Identify different types of poetry (e.g. epic, lyric, sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.			
CE3.2.3 Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	Unit 4: Identify examples of motific imagery in Shakespeare’s language, and link their occurrence to specific themes contained in the play.	Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u> Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrissette (2002)	
CE3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	Unit 1: Discuss themes of alienation, primal fear, and responses to uncertainty. Unit 5: Identify hallmarks of Romantic Poetry. Unit 6: Identify hallmarks of Romanticism. Unit 11: Consider stylistic hallmarks of Beatles lyrics, and compare them to those of English Romanticism.	Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, “The Meaning of it All”, 1959 BBC interview with William Golding Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u> , <u>Major British Poets</u> , edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher	

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HSCE	Activities	Resources/Materials	Assessment
		<p>Hibbert's <u>The Story of England</u>, "Ground in the Mill" by Henry Morley, "Child Labor in the Mines" by Friedrich Engels, "The Sadler Report", official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, "Repetition and the Uncanny", Margaret Homans, "The Name of the Mother", Terry Eagleton, "Myths of Power", James Dwyer, "Nelly Dean and the 'Door of Communication'", A. Stuart Daley, "A Chronology of <i>Wuthering Heights</i> "</p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE3.2.5 Respond to literature in a variety of ways (e.g. dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate</p>	<p>Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.</p>	<p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>,</p>	

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HSCE	Activities	Resources/Materials	Assessment
across time.		directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
STANDARD 3.3 <i>Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i>			
CE3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.	Unit 7: Learn the conventions of comedy (social and romantic). Unit 11: Learn about the impact and influence of Bob Dylan. Consider the politics of youth culture in the 1960s	Unit 7: Anchor Text: Oscar Wilde, <u>The Importance of Being Earnest</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
CE3.3.2 Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	Unit 2: Learn the history of the Germanic migrations/invasions of Britain, and the origin and development of the English language. Unit 11: Consider the politics of youth culture in the 1960s	Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u> , J.R.R. Tolkien, <u>The Hobbit</u> , Anonymous, various Old English Riddles and short poems (Translated, Michael Alexander), Bede, excerpts from <u>History of the English Church and People</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester	

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HSCE	Activities	Resources/Materials	Assessment
		(1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
<p>CE3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).</p>	<p>Unit 5: Learn about the dawn of the industrial age and the numerous social changes that it wrought for the English people and their literature.</p> <p>Unit 8: Read and discuss/apply the ideas in Orwell’s essay “Politics and the English Language”. Learn about various techniques and models of propaganda.</p> <p>Unit 9: Learn biographical details of the poets Hopkins, Owen, Joyce, Thomas and MacManus.</p> <p>Unit 11: Learn about the historical context of post-WWII youth culture Consider the politics of youth culture in the 1960s</p>	<p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 9: Anchor Text: Oscar Williams, <u>Major British Poets</u> Related Texts: James Joyce, <u>Finnegans Wake</u>, Elvis Costello, <u>Singing Dictionary</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The</p>	

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HSCE	Activities	Resources/Materials	Assessment
		Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day's Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
CE3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.	Unit 8: Read and discuss/apply the ideas in Orwell's essay "Politics and the English Language".	Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: "Politics and the English Language" by George Orwell, "Propaganda and the American System" by Noam Chomsky Viewing: <i>Brazil</i> , directed by Terry Gilliam (1986), <i>Manufacturing Consent</i> , directed by Mark Achbar & Peter Wintonick (1992)	
CE3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.	Unit 8: Read and discuss/apply the ideas in Orwell's essay "Politics and the English Language".	Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: "Politics and the English Language" by George Orwell, "Propaganda and the American System" by Noam Chomsky Viewing: <i>Brazil</i> , directed by Terry Gilliam (1986), <i>Manufacturing Consent</i> , directed by Mark Achbar & Peter Wintonick (1992)	
CE3.3.6 Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon formation, "classis" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).	Unit 2: Learn the history of the Germanic migrations/invasions of Britain, and the origin and development of the English language. Unit 5: Read and draw connections between excerpts of the Sadler Report and articles by Morley and Engel, and Dickens's <u>Hard Times</u> .	Unit 2: Anchor Text: Anonymous, <u>Beowulf</u> (Translated, Burton Raffael) Related Texts: Henry Christ, <u>Myths and Folklore</u> , J.R.R. Tolkien, <u>The Hobbit</u> , Anonymous, various Old English Riddles and short poems (Translated, Michael	

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HSCE	Activities	Resources/Materials	Assessment
	<p>Unit 6: Deconstruction, Binary Opposition and the special problem of the “Absent Presence” in WH.</p> <p>Consider Feminist, Psychoanalytic, and Marxist readings of “Wuthering Heights”.</p>	<p>Alexander), Bede, excerpts from <u>History of the English Church and People</u></p> <p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “</p>	
STANDARD 3.4 <i>Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i>			
CE3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	<p>Unit 5: Identify hallmarks of Romantic Poetry.</p> <p>Unit 6: Identify hallmarks of Romanticism.</p> <p>Unit 11: Consider stylistic hallmarks of Beatles lyrics, and compare</p>	<p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u> , edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>them to those of English Romanticism.</p> <p>Analyze/read closely lyrics of The Beatles.</p>	<p>Hibbert's <u>The Story of England</u>, "Ground in the Mill" by Henry Morley, "Child Labor in the Mines" by Friedrich Engels, "The Sadler Report", official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p> <p>Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u></p> <p>Related Texts: J. Hillis Miller, "Repetition and the Uncanny", Margaret Homans, "The Name of the Mother", Terry Eagleton, "Myths of Power", James Dwyer, "Nelly Dean and the 'Door of Communication'", A. Stuart Daley, "A Chronology of <i>Wuthering Heights</i> "</p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day's Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</p>	<p>Unit 5: Identify hallmarks of Romantic Poetry.</p> <p>Unit 6: Identify hallmarks of Romanticism.</p> <p>Unit 11: Consider stylistic hallmarks of Beatles lyrics, and compare them to those of English</p>	<p>Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams</p> <p>Related Reading: Chronological Timeline, from Christopher Hibbert's <u>The Story of</u></p>	

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	<p>Romanticism. Analyze/read closely lyrics of The Beatles.</p>	<p><u>England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948) Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i> “ Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE3.4.3 Understand the ways people use media in their personal and public lives.</p>	<p>Unit 3: Learn about the thematic concerns of middle English poetry.</p>	<p>Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English</p>	

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HSCE	Activities	Resources/Materials	Assessment
		poems (“Sumer is Iucumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)	
CE3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.			
STANDARD 4.1 <i>Understand and use the English language effectively in a variety of contexts and settings.</i>			
CE4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	Unit 10: Write an essay that draws parallels between Greene’s depiction of Southeast Asia in the 1960s and conflict in the Middle East today Unit 11: Write an essay analyzing the style and subject matter of a Beatles single (45 rpm, two song record) and connects it to the zeitgeist of the year of its release.	Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u> Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles Related Texts: Ian MacDonald, <u>Revolution in the Head</u> Viewing: <i>A Hard Day’s Night</i> , directed by Richard Lester (1964), <i>The Beatles Anthology</i> , directed by Neil Aspinall (2003)	
CE4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).	Unit 1: Read <u>Lord of the Flies</u> as homework. Unit 3: Consider the implications of changes in orthography. Unit 5: Read and discuss Romantic poetry by Blake, Wordsworth, Coleridge, and Emily Bronte Unit 6: Read <u>Wuthering Heights</u> (WH) in extremely close detail. Re-read first three chapters, and comment upon the circular structure of Emily Bronte’s only	Unit 1: Anchor Text: William Golding <u>Lord of the Flies</u> Related Readings: Kermode, “The Meaning of it All”, 1959 BBC interview with William Golding Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child	

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HSCE	Activities	Resources/Materials	Assessment
	<p>novel. Unit 8: Read Orwell’s <u>1984</u>. Unit 10: Read <i>The Quiet American</i> Unit 11: Analyze/read closely lyrics of <i>The Beatles</i>.</p>	<p>Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span) Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u>, <u>Major British Poets</u>, edited by Oscar Williams Related Reading: Chronological Timeline, from Christopher Hibbert’s <u>The Story of England</u>, “Ground in the Mill” by Henry Morley, “Child Labor in the Mines” by Friedrich Engels, “The Sadler Report”, official government document Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948) Unit 6: Anchor Text: Emily Bronte, <u>Wuthering Heights</u> Related Texts: J. Hillis Miller, “Repetition and the Uncanny”, Margaret Homans, “The Name of the Mother”, Terry Eagleton, “Myths of Power”, James Dwyer, “Nelly Dean and the ‘Door of Communication’”, A. Stuart Daley, “A Chronology of <i>Wuthering Heights</i>” Unit 8: Anchor Text: George Orwell, <u>1984</u> Related Texts: “Politics and the</p>	

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		<p>English Language” by George Orwell, “Propaganda and the American System” by Noam Chomsky</p> <p>Viewing: <i>Brazil</i>, directed by Terry Gilliam (1986), <i>Manufacturing Consent</i>, directed by Mark Achbar & Peter Wintonick (1992)</p> <p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p> <p>Unit 11: Anchor Text: Lyrics and Recordings by Lennon/McCartney & The Beatles</p> <p>Related Texts: Ian MacDonald, <u>Revolution in the Head</u></p> <p>Viewing: <i>A Hard Day’s Night</i>, directed by Richard Lester (1964), <i>The Beatles Anthology</i>, directed by Neil Aspinall (2003)</p>	
<p>CE4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).</p>	<p>Unit 4: Identify examples of motific imagery in Shakespeare’s language, and link their occurrence to specific themes contained in the play.</p>	<p>Unit 4: Anchor Text: William Shakespeare’s <u>MacBeth</u></p> <p>Related Readings: Excerpts from <u>Shakespeare in Film</u> by Jack Jergens</p> <p>Viewing: <i>MacBeth</i> directed by Roman Polanski (1971), <i>Throne of Blood</i> directed by Akira Kurosawa (1957), <i>Men of Respect</i> directed by William Reilly (1990), <i>Scotland, PA</i> directed by Billy Morrisette (2002)</p>	
<p>CE4.1.4 Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p>			
<p>CE4.1.5 Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including</p>	<p>Unit 10: Write an essay that draws parallels between Greene’s</p>	<p>Unit 10: Anchor Text: Graham Greene, <u>The Quiet American</u></p>	

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parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	depiction of Southeast Asia in the 1960s and conflict in the Middle East today		
STANDARD 4.2 <i>Understand how language variety reflects and shapes experience.</i>			
CE4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).	Unit 3: Learn about the history of Arthurian legend.	Unit 3: Anchor Texts: Anonymous, <u>Sir Gawain and the Green Knight</u> (Trans. by Tolkien), Anonymous, excerpts from <u>The Child Ballads</u> , edited by J.F. Child Related Texts: Anonymous, various early middle English poems (“Sumer is Ycumen In” & “Fowles in the Frith”), Various recordings of performances of Child ballads (Joan Baez, Fairport Convention, Art Garfunkel, Alan Lomax, Steeleye Span)	
CE4.2.2 Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).			
CE4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.			
CE4.2.4 Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).			
CE4.2.5 Recognize language bias in one’s community, school, textbooks, the public press, and in one’s own use of language.	Unit 5: Read and draw connections between excerpts of the Sadler Report and articles by Morley and Engel, and Dickens’s <u>Hard Times</u> .	Unit 5: Anchor Texts: Charles Dickens, <u>Hard Times</u> , <u>Major British Poets</u> , edited by Oscar Williams Related Reading: Chronological	

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		<p>Timeline, from Christopher Hibbert's <u>The Story of England</u>, "Ground in the Mill" by Henry Morley, "Child Labor in the Mines" by Friedrich Engels, "The Sadler Report", official government document</p> <p>Viewing: <i>The Kid</i>, directed by Charles Chaplin (1921), <i>Oliver Twist</i>, directed by David Lean (1948)</p>	