

**Curriculum Map: Comprehensive III English**  
**Cochranton Junior-Senior High School**  
**English**

Course Description: This course is a continuation of Comprehensive English I and II. It will cover aspects of writing, reading, speaking, and listening. The course will include vocabulary work from the Vocabulary Workshop Program. Literature selections will expose students to a variety of British texts, including Shakespeare's *Macbeth*.

**Unit Title:** Anglo- Saxon Period (449-1066)

**Suggested time frame:** 6-8 weeks

**Standards:**

**CC.1.2.11-12: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.3.11-12: Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.4.11-12: Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**CC.1.5.11-12: Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

What was Anglo-Saxon society like?  
What makes Beowulf a hero?  
What makes *Beowulf* an epic?

Competency	Vocabulary	Strategy	Resource
- analyze the characteristics of various literary periods and how issues of these periods influenced the writers - clarify understanding of information texts by creating diagrams - evaluate how a historical period shapes literary	- epic - epic hero - in media res - irony - situational irony - dramatic irony - verbal irony - historical context	- Independent reading - Read aloud - summative and formative assessments - whole class discussions - formal presentations -graphic organizers/diagrams -talking to the text -think-aloud	<i>Glencoe Literature The Reader's Choice: British Literature Unit 1</i> (may include, but is not limited to... from <i>Beowulf</i> , from <i>Gilgamesh</i> , <i>The Seafarer</i> , from <i>Ecclesiastical History</i> , <i>The Canterbury Tales</i> , from <i>The Book of Margery Kempe</i> , from

<p>characters, plots, settings, and themes. - connect literature to historical contexts, current events, and their own experiences.</p>		<ul style="list-style-type: none"><li>-25- word summary</li><li>- think-pair-share</li><li>- various other reading strategies</li><li>- paraphrasing</li><li>- summarizing</li></ul>	<p><i>Everyman</i>, from <i>Sir Gawain and the Green Knight</i>, from <i>Le Morte d'Arthur</i>)</p>
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**Unit Title:** Medieval Period (1066-1485)

**Suggested time frame:** 6-8 weeks

**Standards:**

**CC.1.2.11-12: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.3.11-12: Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.4.11-12: Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**CC.1.5.11-12: Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

How did English society change from the Anglo-Saxon period to the medieval period?  
What institution shaped much of medieval society, including literature?  
What provides us the best picture of life during the medieval period?

Competency	Vocabulary	Strategy	Resource
- analyze the characteristics of various literary periods and how issues of these periods influenced the writers - clarify understanding of information texts by creating diagrams - evaluate how a historical period shapes literary characters, plots, settings, and themes.	- humor - characterization - historical narrative - romance story - religious story - couplet - exemplum - autobiography - miracle plays - mystery plays - morality plays - allegory - archetype	- Independent reading - Read aloud - summative and formative assessments - whole class discussions - formal presentations -graphic organizers/diagrams -talking to the text -think-aloud -25- word summary - think-pair-share - various other reading strategies	<i>Glencoe Literature The Reader's Choice: British Literature Unit 1</i> (may include, but is not limited to <i>The Canterbury Tales</i> , from <i>The Book of Margery Kempe</i> , from <i>Everyman</i> , from <i>Sir Gawain and the Green Knight</i> , from <i>Le Morte d'Arthur</i> )

<p>- connect literature to historical contexts, current events, and their own experiences.</p>	<ul style="list-style-type: none"><li>- historical context</li><li>- legend</li><li>- folk ballad</li><li>- literary ballad</li><li>- stanza</li><li>- rhyme scheme</li></ul>	<ul style="list-style-type: none"><li>- paraphrasing</li><li>- summarizing</li></ul>	
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**Unit Title:**

The English Renaissance (1485-1660)

**Suggested time frame:**

6-8 weeks

**Standards:**

**CC.1.2.11-12: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.3.11-12: Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.4.11-12: Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**CC.1.5.11-12: Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

What are the characteristics of sonnets?

How was literature during the Renaissance different from literature from the medieval period?

What are the distinctive features of Elizabethan drama?

What are the distinctive features of Shakespearean drama?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> <li>- analyze the characteristics of various literary periods and how issues of these periods influenced the writers of those periods</li> <li>- evaluate how a historical period shapes literary characters, plots, settings, and themes.</li> </ul>	<ul style="list-style-type: none"> <li>- author's purpose</li> <li>- point of view</li> <li>- rhyme scheme</li> <li>- figurative language</li> <li>- tone</li> <li>- sonnet</li> <li>- quatrain</li> <li>- octave</li> <li>- sestet</li> <li>- couplet</li> <li>- style</li> </ul>	<ul style="list-style-type: none"> <li>- Independent reading</li> <li>- Read aloud</li> <li>- summative and formative assessments</li> <li>- whole class discussions</li> <li>- formal presentations</li> <li>-graphic organizers/diagrams</li> <li>-talking to the text</li> <li>-think-aloud</li> <li>-25- word summary</li> <li>- think-pair-share</li> </ul>	<p><i>Glencoe Literature The Reader's Choice: British Literature Unit 2</i> (may include, but is not limited to... selections by Elizabeth I, Wyatt, Spenser, Sidney, Marlowe, Raleigh, Bacon, Shakespeare, Lanyer, Donne, Jonson)</p> <p>- <i>Macbeth</i></p>

<p>- connect literature to historical contexts, current events, and their own experiences.</p>	<ul style="list-style-type: none"><li>- metaphysical poetry</li><li>- Cavalier poetry</li><li>- meter</li><li>- elegy</li><li>- lyric poetry</li><li>- classicism</li><li>- carpe diem</li><li>- form</li><li>- simile</li><li>- metaphor</li><li>- theme</li><li>- voice</li><li>- foil</li><li>- motif</li><li>- plot (exposition, rising action, climax, falling action, resolution)</li><li>- tragedy</li><li>- tragic hero</li><li>- tragic flaw</li></ul>	<ul style="list-style-type: none"><li>- various other reading strategies</li><li>- paraphrasing</li><li>- summarizing</li></ul>	
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**Unit Title:** From Puritanism to the Enlightenment (1640-1780)

**Suggested time frame:** 3-4 weeks

**Standards:**

**CC.1.2.11-12: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.3.11-12: Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.4.11-12: Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**CC.1.5.11-12: Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

What were the essential features of Puritanism?  
What factors contributed to the outbreak of the English civil war?  
What were the goals of the English Enlightenment?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"><li>- analyze the characteristics of various literary periods and how issues of these periods influenced the writers of those periods</li><li>- evaluate the influences of the historical period shapes literary characters, plots, settings, and themes.</li><li>- connect literature to historical contexts, current events, and their own experiences.</li></ul>	<ul style="list-style-type: none"><li>- personification</li><li>- allusion</li><li>- allegory</li><li>- satire</li><li>- parody</li><li>- mock-epic</li></ul>	<ul style="list-style-type: none"><li>- Independent reading</li><li>- Read aloud</li><li>- summative and formative assessments</li><li>- whole class discussions</li><li>- formal presentations</li><li>-graphic organizers/diagrams</li><li>-talking to the text</li><li>-think-aloud</li><li>-25- word summary</li><li>- think-pair-share</li><li>- various other reading strategies</li></ul>	<p><i>Glencoe Literature The Reader's Choice: British Literature Unit 3</i> (may include, but is not limited to...from <i>Paradise Lost</i>, from <i>The Pilgrim's Progress</i>, <i>A Modest Proposal</i> or from <i>Gulliver's Travels</i>, selections by Pope)</p>



		<ul style="list-style-type: none"><li>- paraphrasing</li><li>- summarizing</li></ul>	
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**Unit Title:** The Triumph of Romanticism (1750-1837)

**Suggested time frame:** 3-4 weeks

**Standards:**

**CC.1.2.11-12: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.3.11-12: Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.4.11-12: Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**CC.1.5.11-12: Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

What were the essential features of Romanticism?  
How did Romantic writers respond to nature?  
What conception of the imagination did Romanticism express?

Competency	Vocabulary	Strategy	Resource
<i>The Students Will Be Able to...</i> - analyze the characteristics of the literary period and how issues of these periods influenced the writers of that period - evaluate how the influences of the historical period shapes literary characters, plots, settings, and themes.	- epitaph - symbol - stanza - enjambment - alliteration - narrative poetry - lyric poetry - irony (verbal, situational, dramatic) - poetry form - ballad - sonnet - ode	- Independent reading - Read aloud - summative and formative assessments - whole class discussions - formal presentations - graphic organizers/diagrams - talking to the text - think-aloud - 25- word summary - think-pair-share - various other reading strategies	<i>Glencoe Literature The Reader's Choice: British Literature</i> Unit 4 (may include, but is not limited to...selections by Robert Burns, Wollstonecraft, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats)

<p>- connect literature to historical contexts, current events, and their own experiences.</p>		<p>- paraphrasing - summarizing</p>	
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**Unit Title:** The Victorian Age (1837-1901)

**Suggested time frame:** 6-8 weeks

**Standards:**

**CC.1.2.11-12: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.3.11-12: Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.4.11-12: Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**CC.1.5.11-12: Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

How were Britain and the British Empire changing during the Victorian age?  
What conditions helped stimulate Victorian optimism?  
How did the mood of later Victorian writers change?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"><li>- analyze the characteristics of Victorian literature and how issues of the period influenced the writers</li><li>- evaluate the influences of the historical period that shaped literary characters, plots, settings, and themes in Victorian literature.</li><li>- connect Victorian literature to historical contexts, current events, and their own experiences.</li></ul>	<ul style="list-style-type: none"><li>- description</li><li>- plot</li><li>- point of view</li><li>- character</li><li>- setting</li><li>- theme</li><li>- irony (verbal, situational, dramatic)</li></ul>	<ul style="list-style-type: none"><li>- Independent reading</li><li>- Read aloud</li><li>- summative and formative assessments</li><li>- whole class discussions</li><li>- formal presentations</li><li>-graphic organizers/diagrams</li><li>-talking to the text</li><li>-think-aloud</li><li>-25- word summary</li><li>- think-pair-share</li><li>- various other reading strategies</li></ul>	Glencoe Literature The Reader's Choice: British Literature Unit 5 (may include, but is not limited to...selections by Tennyson, Carroll, Charlotte Bronte, Browning, Hardy) - <i>Jekyll and Hyde</i>

		<ul style="list-style-type: none"><li>- paraphrasing</li><li>- summarizing</li></ul>	
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**Unit Title:** Research

**Suggested time frame:** 3-4 weeks

**Standards:**

**CC.1.2.11-12: Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.3.11-12: Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

**CC.1.4.11-12: Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**CC.1.5.11-12: Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

How can our knowledge and use of the research process promote lifelong learning?  
How do we use information gained through research to expand knowledge of literature?  
What are the common characteristics and techniques of scholarly research?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<ul style="list-style-type: none"><li>- Formulate a clear research question</li><li>- Gather and evaluate information</li><li>- Conduct inquiry-based research on topic</li><li>- Evaluate sources</li><li>- Synthesize information and data relevant to the topic</li><li>- Distinguish between one's own ideas and the ideas of others</li></ul>	<ul style="list-style-type: none"><li>- Research</li><li>- primary source</li><li>- secondary source</li><li>- types of sources (popular, credible, scholarly)</li><li>- bias</li><li>- works cited (reference page)</li><li>- in-text citations</li><li>- heading vs. header</li><li>- accuracy</li><li>- validity</li><li>- appropriateness</li><li>- social context</li></ul>	<ul style="list-style-type: none"><li>- Independent reading</li><li>- independent research</li><li>- source cards (optional)</li><li>- Formal MLA</li><li>- Outline Rubric</li><li>- various other reading strategies</li><li>- paraphrasing</li><li>- summarizing</li><li>-Note cards and/or outlining and/or listing</li></ul>	<ul style="list-style-type: none"><li>- Media Center resources</li><li>-Databases</li><li>-Websites</li><li>-Primary Source - British Literature selection</li><li>- Purdue OWL and other websites</li></ul>

<ul style="list-style-type: none"><li>- Make inferences and draw conclusions from research and analyzing primary text</li><li>- Create a clear, complex thesis statement focused on the writing prompt</li></ul>	<ul style="list-style-type: none"><li>- cultural context</li><li>- literary analysis</li><li>- literary criticism</li></ul>		
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