

Planned Course: British/Modern Literature		Course Number: E103OLH	Department: English
Unit: Lit: Epic	Grade Level: 12	Board Date Approved: August 27, 2018	
Estimated Time: 4-5weeks	Level/Track: Honors Online		
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>11-12.RL.1-10 -Key Ideas and Details -Craft and Structure -Integration of Knowledge and Ideas - Range of Reading and Level of Text Complexity</p> <p>11-12.W.1,2,3 -Text Purposes and types</p> <p>11-12.W.4,5,6 -Production and Distribution of Writing 11-12.W.9,10 -Research to build and present knowledge - Range of Writing</p> <p>11-12.SL.1,5 -Presentation of Knowledge and Idea Comprehension and Collaboration</p> <p>11-12.L.1-6 -Conventions of Standard English -Vocabulary Acquisition and Use</p>	<p>How does the selection fit the characteristics of the epic poem? How does Beowulf fit into the category of Epic Hero?</p> <ul style="list-style-type: none"> • Students will identify the traits of Old English poetry • Students will use key concepts and vocabulary to discuss components of an epic • Name and recognize characteristics of an epic • How does Beowulf display the characteristics of an epic hero? <p>How are the culture & times reflected in the literature?</p> <ul style="list-style-type: none"> • What is the importance of the oral tradition? • Students will use key concepts and vocabulary to discuss beliefs and traditions from the Anglo-Saxon time period <p>What is an archetype?</p> <ul style="list-style-type: none"> • Define archetypes and identify them in the literature 	<p>Explore personal experiences in relation to the modern-day hero</p> <p>What is a hero project- Look at modern day heroes and heroines</p> <p>Demonstrate understanding of new vocabulary by using it meaningfully in writing assignments</p> <p>Class discussion about fate(wyrd)</p> <p>Class notes on how the English language evolved (role of the Anglo-Saxon Period and background information)</p> <p>Use of internet for research</p> <p>Use of “chunking” with difficult Reading</p> <p>Exploration of criticisms to consider other ideas and understand the meaning of research</p> <p>Think aloud or journal write after cold reading</p>	<ul style="list-style-type: none"> • Preview literature with hero essay and rewrite • Mini-research assignment using one-two sources • Writing Prompts focusing on different aspects of the epic • Essay test on the epic poetry concepts using selected readings as examples • Artistic projects based on the epic • Objective and essay tests on information presented in class • Small group analysis of particular literary elements • Mini-presentations evaluating and analyzing literary themes • Online discussion boards • Worksheets on materials (analytical study guides, integrated vocabulary) • Student construction of PSSA type reading performance task with student written response • Vocabulary Assessment
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<p>11-12.WHST.4-6 -Production and Distribution of Writing</p>	<ul style="list-style-type: none"> Why can we consider Beowulf to be an archetype? <p>How do the literary devices used in the epic enhance the overall quality of the piece?</p> <ul style="list-style-type: none"> Students will analyze and interpret the literary devices and elevated language associated with the epic. Students will recognize literary devices associated with an epic i.e. kenning, archetype, caesura, extended metaphor, alliteration, epic hero, scope, flyting, etc. Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. <p>How do the major themes in the epic provoke thinking and provide insight into universal emotions and dilemmas?</p> <ul style="list-style-type: none"> Students will be able to apply the characteristics of an Epic Hero to other literature read as well as pop 	<p>Integrated grammar instruction</p> <p>Compare and contrast recurring themes and motifs</p> <p>Socratic discussion of analytical study guide</p> <p>Integrated vocabulary writing prompts</p> <p>Class discussion about the characteristics a hero should have</p> <p>Debate concerning a particular aspect of the epic, i.e. The Hag vs. Beowulf</p> <p>SIFT Method (symbol, images, figures of speech, tone and theme)</p> <p>Compare ancient and modern storytelling techniques</p> <p>Listen to some Anglo-Saxon poetry</p> <p>Write an expository essay focusing on a single theme in the poem</p>	<ul style="list-style-type: none"> Write a timed critical essay with references and detail from the text Background test (Anglo-Saxons) Essay comparing Beowulf to a modern Compare Old English epics to a modern epic such as <i>Star Wars</i> In class timed writing: Discuss the role of the warrior in Anglo-Saxon society as seen through the epic poem <i>Beowulf</i>.
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	<p>culture</p> <ul style="list-style-type: none"> • Students will examine the culture of the Anglo-Saxons and compare it to the themes in the literature of the time. What are the major themes? How are these themes still relevant? • Students will be able to write essays related to the literature selection when analyzing, interpreting, and evaluating the selection. 	<p>Set up literature circles</p> <p>Teach students how to annotate the text in order to identify traits of an epic and an epic hero</p>	
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