

<b>Course Title:</b>	<b>British Literature A (English 11A)</b>	
<b>Unit 1 Big Idea:</b>	<b>Introductory Unit</b>	
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. How do I navigate the course?</li> <li>2. What are key grammatical skills for this course?</li> </ol>	
<b>Language Standards 9-10</b>	<b>Assignment</b>	<b>Description</b>
L.11-12.4c, L.11-12.1	1.3.1, 1.3.2, 1.3.3	Students study the grammatical skills of pronoun consistency, redundancy and wordiness, and dashes
<b>Unit 2 Big Idea:</b>	<b>Transformation of Language</b>	
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. Where will I find wisdom?</li> <li>2. What evidence do I have that I am committed to learning as a way of life?</li> <li>3. When is loyalty to myself more important than loyalty to a friend?</li> </ol>	
<b>Reading Standards for Literature 11-12</b>	<b>Assignment</b>	<b>Description</b>
RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.10, L.11-12.4a-d	2.1.3, 2.1.5, 2.2.2, 2.2.3, 2.2.4	Students study poetic elements, read, and analyze <i>Beowulf</i> in a series of assignments.
RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.10, ELA-Literacy.L.11-12.4a-d	2.2.5, 2.3.1, 2.3.2, 2.3.3	Students study Old and Middle English as well as explore character in two excerpts from <i>The Canterbury Tales</i>
<b>Reading Standards for Informational Text 11-12</b>	<b>Assignment</b>	<b>Description</b>
RI.11-12.4, RI.11-12.5, RI.11-12.7, RI.11-12.10	2.4.1, 2.4.2, 2.4.3, 2.4.4	Students study the transformation of the English language over time and with the use of technology by reading various articles and discussing with classmates via the discussion board.
<b>Writing Standards for Literature 11-12</b>	<b>Assignment</b>	<b>Description</b>
W.11-12.1a-e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, W.11-12.10	2.4.5, 2.5.1, 2.5.2, 2.5.3, 2.5.4	Students write an argumentative essay that debates whether or not they believe a recent addition to the OED should continue to be in the dictionary or should be removed. They must research the word and usage, as well as construct arguments.
<b>Speaking and Listening 11-12</b>	<b>Assignment</b>	<b>Description</b>
SL.11-12.4, SL.11-	2.1.4	Students read and record themselves

12.5		presenting the poem “Jabberwocky,” an exercise meant to increase fluency.
<b>Unit 3 Big Idea:</b>	<b>Informed Decision Making</b>	
<b>Essential Questions:</b>	<ol style="list-style-type: none"> <li>1. Which decisions I make today will affect me for my entire life?</li> <li>2. How do I develop a realistic plan for the future?</li> <li>3. How can I invent new opportunities?</li> <li>4. How can forward thinking help me make better decisions?</li> <li>5. When is loyalty to myself more important than loyalty to a friend?</li> </ol>	
<b>Reading Standards for Literature 11-12</b>	<b>Assignment</b>	<b>Description</b>
RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.10, ELA-Literacy.L.11-12.4a-d	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6	Students begin examining the decision making process through a series of articles and discussion with their classmates in relation to <i>Hamlet</i> .
RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.10, ELA-Literacy.L.11-12.4a-d	3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.6, 3.4.7	Students continue to investigate the decision making process, along with other elements of literature (language use, context skills, author’s craft) in relation to <i>Emma</i> .
RL.11-12.2	3.5.1	Students read the short story <i>The Problem</i> by Anton Chekov, to investigate the consequences of decision making for the decision-maker themselves and for others around them.
<b>Reading Standards for Informational Text 11-12</b>	<b>Assignment</b>	<b>Description</b>
RI.11-12.4, RI.11-12.5, RI.11-12.7, RI.11-12.10	3.5.2	Students study <i>Unnatural Selections</i> by Barry Schwartz to learn how “default” options play into our decision making skills and abilities.
<b>Writing Standards for Literature 11-12</b>	<b>Assignment</b>	<b>Description</b>
W.11-12.1a-e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9a-b, W.11-12.10	3.2.7, 3.3.7, 3.4.5, 3.5.3, 3.5.4, 3.5.5, 3.5.6	Students write an informative, research-based essay about a significant decision maker in history and how his/her decisions effected history and made them either a good or a poor decision maker.