

Course Title: English IV
Board Approval Date: November 19, 2019
Credit / Hours: 1.0

Course Description:

Students will read from a survey of British and Western literary traditions and form, as well as a study of novels and non-fiction. The course will develop and strengthen writing skills addressing what is most significant for a specific purpose and audience. Research activities, vocabulary, composition, grammar usage review, and oral/written communication with a focus on career and college readiness will be practiced throughout the course. The successful completion of a research project is required.

Learning Activities / Modes of Assessment

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| ● Whole/Small Group Discussion | Journaling |
| ● Independent Reading and Writing | Schoology |
| ● Socratic Seminar | Research with Technology |
| ● Quizzes | MLA formatting |
| ● Tests | Text-Dependent Analysis |
| ● Writing Assignments | Presentations |
| ● Project-based learning | Peer Editing |
| ● Homework | Conferencing |
| ● Jigsaw | |
| ● Career Readiness Activities | |

Instructional Resources:

- *Elements of Literature* 6th course
- Various novels and dramas
- *Vocabulary in Workshop* 6th Course
- Turnitin.com
- Various media sources

Know:	Understand:	Do:
Reading Informational Text		
<p>1.2 Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and</p>	<ul style="list-style-type: none"> ● Students will be able to identify the elements of nonfiction. They will also comprehend the author’s meaning intended in the work, the varieties of style, and gain an appreciation for the literary form. ● Informational and argumentative texts surround us. Especially in the digital age. It is important to know how to stop and think critically about the ideas being presented and the person or entity presenting it. 	<ul style="list-style-type: none"> ● Make inferences about a text to demonstrate critical and logical thinking. ● Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration. ● Cite strong and thorough evidence through the use of quotations, paraphrased examples, and in-depth commentary. ● Determine the main idea of a text or multimedia source and explain how the author/speaker supports this idea with information and rhetoric. ● Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. ● Explain and evaluate how an author uses structure and word choice to inform and argue. ● Explain how a particular piece of information impacts the overall text and why an author includes some information, while excluding other pieces. ● Examine informational texts that included narrative features and analyze how the blending of text types suits the author’s objective and adds meaning and interest to the text.

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CC.1.2.11–12.F

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11–12.G

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

CC.1.2.11–12.H

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

CC.1.2.11–12.I

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11–12.J

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

CC.1.2.11–12.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies

- Identify when a text is being used to inform and when it is being used to argue a point.
- Analyze effective rhetorical pieces to determine how the author used style and content to argue their point.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

<p>and tools.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>		
<p>Know:</p>	<p>Understand:</p>	<p>Do:</p>
<p>Reading Literature</p>		
<p>1.3 Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>	<ul style="list-style-type: none"> ● Stories are how we experience and communicate about our lives. ● Literature shapes our perceptions of the world around us. ● Literature is used to both reinforce and challenge tightly held cultural values. ● Literature helps humanity come face to face with complex concepts, such as identity and justice, and decide for themselves how they will approach those concepts in their lives. ● Stories come in many 	<ul style="list-style-type: none"> ● Make inferences about a text to demonstrate critical and logical thinking. ● Identify when a text has left a matter uncertain, analyze why, and provide logical interpretations that are supported by accurate evidence and thorough elaboration. ● Cite strong and thorough evidence through the use of quotations, paraphrased examples, and in-depth commentary. ● Identify two or more themes (the author’s intended message) and explain how the author developed the theme by using specific plot events and/or character changes. ● Write an objective summary. ● Analyze how the literary elements

<p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of text including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words</p>	<p>forms: written, filmed, spoken, even played out by individuals themselves, but the best stories have the same overarching goals to entertain and enlighten.</p> <ul style="list-style-type: none"> ● Literature is a unique art form with its own tools. These tools aren’t only meant to convey ideas, but to convey an aesthetic. ● Drama is intended to be experienced communally. Reading parts aloud enhance comprehension of the plot and reinforce the author’s intended purpose. ● Poetry is an art form that can help people express difficult or radical ideas safely. ● Poetry has no one meaning. ● Word choice, order, and line breaks are almost always intentional. 	<p>in a story work together to create cohesive and believable plots, characters, and settings.</p> <ul style="list-style-type: none"> ● Explain why an author used a certain word or phrasing and how these choices create mood and tone. ● Evaluate the effectiveness of the author’s style. ● Examine texts for their unique structure and analyze the effect the structure had on the story; evaluate the balance between artistry and functionality in a story. ● In a complex storyline, explain how each character’s perspective impacts the overall point of view. ● Explain how an author developed the point of view through characterization methods. ● Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. ● Explain the importance of historical context for certain pieces of literature ● Drawing on a wide range of time periods, analyze how two or more texts treat similar themes or topics. ● Actively read a text to aid in and demonstrate understanding. ● Close read a text to extract and
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<p>and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		<p>demonstrate an understanding of the deeper meanings and subtexts. (Read between the lines)</p> <ul style="list-style-type: none"> ● Combine multiple inferences to develop your own unique interpretation of a text and its meaning and/or impact on a time period. ● Transfer skills from previous units of study to other classes and units in order to demonstrate growth. ● Compare and contrast imagery, structure, and sound devices in poetry ● Develop logical interpretations of poetic works that can be supported by concrete, thorough, and convincing evidence. ● Determine two or more themes or central ideas of a poetic work and analyze their development over the course of the work, including how they interact and build on one another to produce a complex poetic piece. ● Explain how a poet uses a poem to alter or advance particular perspectives. ● Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings. ● Analyze the impact of specific word choices on meaning and tone. ● Analyze the effect of words with nuanced meanings.
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Know:	Understand:	Do:
Writing		
<p>1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying</p>	<ul style="list-style-type: none"> ● Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately ● Writers have a purpose for writing. ● Writing is a multi-stage, reflective process. 	<ul style="list-style-type: none"> ● Establish and maintain a formal style and objective tone. ● Attend to the norms of the purpose of writing. ● Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. ● Write informative/explanatory

<p>topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the 	<ul style="list-style-type: none"> • Research-based writing requires knowledge and application of multiple credible resources and a focused, organized process. • To be a responsible scholar, a writer gives credit to other researchers and acknowledges their ideas. • Recognize that each person has a voice and that writing can be a vehicle to share what they think with others. • Narrative writing fosters creativity, develops a better understanding of language and allows an outlet for story tellings. 	<p>pieces to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for writing at the college and career readiness level. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Imagine different audiences and write with a specific audience in mind • Produce argumentative essays that draw on specific details to support claims, embedding quotations, anecdotes,
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<p>norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H. Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and</p>		<p>statistics, or observations into the body paragraphs.</p> <ul style="list-style-type: none"> • Model various genres from given exemplars in order to expand writing experiences and to develop a deeper appreciation of literature
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supports the argument presented.

CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.

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

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

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

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

CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.

- Use parallel structure.
- Use various types of phrases and clauses to convey specific meanings and add variety and interest.
- Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC. 1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing,

rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

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

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

CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Know:	Understand:	Do:
Speaking and Listening		
<p>1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience,</p>	<ul style="list-style-type: none"> ● Effective collaboration consists of building upon others’ ideas and expressing their own clearly and persuasively. ● Conversational strategies and listening for specific information will lead to success in a broad spectrum of contexts. ● Creating and implementing effective Socratic seminar is a multistep process that includes building a classroom community, instilling communication skills, and devising meaningful, reflective assessment protocols ● Listening skills are critical for learning and communicating effectively. 	<ul style="list-style-type: none"> ● Actively seek to understand other perspectives and cultures through speaking and listening. ● Evaluate other points of view critically and constructively. ● Recognize the strengths and limitations of various technological tools and mediums. ● Select and use technological tools and mediums best suited to their communication goals. ● Question a speaker’s assumptions and premises as well as assess the veracity of claims and the soundness of reasoning. ● Practice how to listen to one another, make meaning, and find common ground while participating in a conversation. ● Participate in a mock interview experience which will include responding to impromptu questions ● Present in a formal speaking situation for various purposes (to inform, to persuade, to entertain) that meets given criteria

and task.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

English Grade 12 Course Pacing Guide

Course: English

Course Unit (Topic Periods)	Length of Instruction (Class
The Anglo-Saxons :Songs of Ancient Heroes	Approx. 2.5 weeks
The Middle Ages The One Story Worth Telling	Approx. 3.0 weeks
The Renaissance Love, Death, and Time, Under a Hand Accursed: The Renaissance Theater, The Power of the Word	Approx. 3.5 weeks
The Restoration and the Eighteenth Century The Sting of Satire	Approx. 1 week
The Twentieth Century The Transforming Imagination, Clashes of Culture Ourselves Among Others	Approx. 5 weeks
Research/Writing Unit Use narrative techniques such as dialogue, descriptions, reflection, to develop experiences, events, and /or characters. Write with an awareness of stylistic devices such as tone, voice, and parallel structure . Draw evidence from literary or informational texts to support analysis, reflection, and research.	Approx. 3 weeks <hr/> 18 weeks TOTAL