

This document outlines the academic goals, the activities and materials used in the English IV class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week ____ to ____	(1) Reading/Vocabulary Development.		
13-18; 19-24	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	Textbook (British Tradition) Unit 3: Turbulent Time – p. 704 Textbook Unit 4: Rebels and Dreamers p. 930	Sadlier-Oxford Vocabulary
1-36	(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	Entire Textbook: Vocabulary Sections	Sadlier-Oxford Vocabulary
25-30	(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);	Textbook Unit 5: Progress and Decline p. 1110	Sadlier-Oxford Vocabulary
1-6	(D) analyze and explain how the English language has developed and been influenced by other languages;	Textbook Unit 1: Legend to History *Beowulf to Chaucer	Sadlier-Oxford Vocabulary
1-6	(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	Textbook Unit 1: Legend to History	Sadlier-Oxford Vocabulary
Week ____ to ____	(2) Reading/Comprehension of Literary Text/Theme and Genre.		
7-12	(A) compare and contrast works of literature that express a universal theme;	Textbook Unit 2: Celebrating Humanity <i>Passionate Shepherd</i> and <i>Nymph's Reply</i>	
7-12 [Type text]	(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or	Textbook Unit 2: Celebrating Humanity <i>MacBeth</i> and <i>Hamlet</i>	Video Essay handout Macbeth Video (1997)

	film versions; and		
1-6	(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	Entire Textbook – specifically, Unit 1 <i>Beowulf</i> and <i>Canterbury Tales</i>	English powerpoint
Weeks ___ to ___	(3) Reading/Comprehension of Literary Text/Poetry.		
13-18; 19-24	A) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	Textbook Unit 3: Turbulent Time *Donne, Johnson, Milton, Pope Textbook Unit 4: Rebels and Dreams *Wordsworth, Blake, Keats	
13-18; 19-24	B) evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	Textbook Unit 3: Turbulent Time *Donne, Johnson, Milton, Pope Textbook Unit 4: Rebels and Dreams *Wordsworth, Blake, Keats	
Week ___ to ___	(4) Reading/Comprehension of Literary Text/Drama.		
7-12	A) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	Textbook Unit 2: Celebrating Humanity <i>MacBeth</i>	
7-12	B) evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.	Textbook Unit 2: Celebrating Humanity <i>MacBeth</i>	
Week ___ to ___	(5) Reading/Comprehension of Literary Text/Fiction.		
	(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;	Textbook Unit 5: Progress and Decline * <i>Hard Times</i> and <i>Jane Eyre</i> Novel: <i>Frankenstein</i>	AnalyzePlotStructure handout
7-12	(B) analyze the moral dilemmas and quandaries presented in works of fiction	Textbook Unit 2: Celebrating Humanity <i>MacBeth</i>	

	as revealed by the underlying motivations and behaviors of the characters;		
1-36	(C) compare and contrast the effects of different forms of narration across various genres of fiction; and	Throughout the textbook	
1-36	(D) demonstrate familiarity with works of fiction by British authors from each major literary period.	Throughout the textbook	
Week ___ to ___	(6) Reading/Comprehension of Literary Text/Literary Nonfiction.		
1-36	A) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	Entire textbook	
7-12; 13-18	B) analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	Textbook Unit 2: Celebrating Humanity * <i>Macbeth</i> and paradox Textbook Unit 3: Turbulent Time *Swift & satire	Paradox & Equivocation handout We specifically looked at the blue ones
Weeks ___ to ___	(7) Reading/Comprehension of Literary Text/Sensory Language.		
7-12	A) understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.	Textbook Unit 2: Celebrating Humanity * <i>Macbeth</i> and paradox	Act IV
7-12	B) to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	Textbook Unit 2: Celebrating Humanity * <i>Macbeth</i> and paradox	Act IV
Weeks	(8) Reading/Comprehension		

___ to ___		of Informational Text/Culture and History.	
1-6; 13-18; 31-36	A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Textbook Unit 1: Legend to History * <i>The Wanderer & The Seafarer</i> * <i>Canterbury Tales</i> Textbook Unit 3: Turbulent Times *Addison Textbook Unit 6: Time of Rapid Change *Gordimer	
1-6; 19-24; 31-36	B) analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	Textbook Unit 1: Legend to History * <i>History of the English Church</i> Textbook Unit 4: Rebels and Dreams *Russell, Peel, Macaulay Textbook Unit 6: Time of Rapid Change *Heaney	
Week ___ to ___		(9) Reading/Comprehension of Informational Text/Expository Text.	
1-36; 13-18	(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	Various reading assignments Textbook Unit 3: A Turbulent Time *Swift	
31-36	(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;	Textbook Unit 6: Time of Rapid Change *Orwell, Lessing	
31-36	(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	Textbook Unit 6: Time of Rapid Change *Brooke, Sassoon, Owen	
31-36	(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	Textbook Unit 6: Time of Rapid Change *Part 3: Orwell & Lessing p. 1316	
Week		(10) Reading/Comprehension	

<p>___ to ___</p> <p>of Informational Text/Persuasive Text.</p>		
13-18; 19-24	<p>(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and</p>	<p>Unit 3: A Turbulent Time *Part 3: Swift p. 604 Unit 4: Rebels and Dreamers *Part 3: Austen and Wollstonecraft p. 910</p>
19-24	<p>(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.</p>	<p>Unit 4: Rebels and Dreamers *Part 3: Austen and Wollstonecraft p. 910</p>
<p>Week ___ to ___</p> <p>(11) Reading/Comprehension of Informational Text/Procedural Texts.</p>		
1-36	<p>(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and</p>	<p>Throughout textbook</p>
31-36	<p>(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.</p>	<p>Unit 6: Time of Rapid Change *Clarke, p. 1454</p>
<p>(12) Reading/Media Literacy.</p>		
31-36	<p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>	<p>Unit 6: Time of Rapid Change *Compare Media, p. 1476-1477</p>
31-36	<p>(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</p>	<p>Unit 6: Time of Rapid Change *Compare Media, p. 1476-1477</p>
31-36	<p>(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and</p>	<p>Unit 6: Time of Rapid Change *Compare Media, p. 1476-1477</p>

25-30; 31-36	(D) evaluate changes in formality and tone across various media for different audiences and purposes.	Unit 5: Progress and Decline *Analyze & Evaluate Entertainment Media, p. 1108-1109 Unit 6: Time of Rapid Change *Compare Media, p. 1476-1477	
Week __ to __	(13) Writing/Writing Process.		
1-36	(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Various writing assignments throughout the year	I have handouts for different types of writing assignments: research paper, narrative, analysis
1-36	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	Various writing assignments throughout the year	I have handouts for different types of writing assignments: research paper, narrative, analysis
1-36	(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	Various writing assignments throughout the year	I have handouts for different types of writing assignments: research paper, narrative, analysis

1-36	(D) edit drafts for grammar, mechanics, and spelling; and	Various writing assignments throughout the year	Editing power point
1-36	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Various writing assignments throughout the year	Peer editing worksheet
Weeks ___ to ___	(14) Writing/Literary Texts.		
1-6	(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	Unit 1: Legend to History *Autobiographical Narrative, p. 214-221	
13-18; 19-24	(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	Unit 3: A Turbulent Time *Donne, Jonson Unit 4: Rebels and Dreamers *Blake	*I gave this as an extra credit assignment.
7-12	(C) write a script with an explicit or implicit theme, using a variety of literary techniques.	Unit 2: Celebrating Humanity * <i>Macbeth</i>	Scene interpretation handout
Week ___ to ___	(15) Writing/Expository and Procedural Texts.		
7-12	(A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen	Unit 2: Celebrating Humanity * <i>Macbeth</i>	VLAMIF essay <i>Macbeth</i> tragic hero essay

	<p>details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;</p>		
<p>1-6 (and later in the year too)</p>	<p>(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language; and (v) appropriate organizational structures supported by facts and details (documented if appropriate);</p>	<p>College work: resume and college apps</p>	<p>Example resumes & college application prompts</p>
<p>7-12</p>	<p>(C) write an interpretation of an expository or a literary text that: (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and (v) anticipates and responds</p>	<p>Unit 2: Celebrating Humanity *<i>Macbeth</i></p>	<p>VLAMIF essay <i>Macbeth</i> tragic hero essay</p>

	to readers' questions or contradictory information;		
19-24	(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	Unit 4: Rebels and Dreamers *Multimedia Presentation, p. 920-927	
Week __ to __	(16) Writing/Persuasive Texts.		
7-12	(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	Unit 2: Celebrating Humanity *persuasive essay, p. 442-449	
7-12	(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	Unit 2: Celebrating Humanity *persuasive essay, p. 442-449	
7-12	(C) an organizing structure appropriate to the purpose, audience, and context;	Unit 2: Celebrating Humanity *persuasive essay, p. 442-449	
7-12	(D) information on the complete range of relevant perspectives;	Unit 2: Celebrating Humanity *persuasive essay, p. 442-449	
1-36; 7-12	(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	Unit 2: Celebrating Humanity *persuasive essay, p. 442-449 Various writing assignments	
1-36; 7-12	(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	Unit 2: Celebrating Humanity *persuasive essay, p. 442-449 Various writing assignments	
Week __ to __	(17) Oral and Written Conventions/Conventions.		

1-36	(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	Various writing assignments	Sadlier-Oxford Vocabulary
1-36	(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	All writing assignments	
Week __ to __	(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.		
1-36	A) write legibly and use appropriate capitalization and punctuation conventions in their compositions.	All written assignments	
Weeks __ to __	(19) Oral and Written Conventions/Spelling.		
1-36	A) spell correctly, including using various resources to determine and check correct spellings.	All written assignments	
Weeks __ to __	(20) Research/Research Plan.		
	(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	Research Paper handout
	(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	Research Paper handout
Weeks __ to __	(21) Research/Gathering Sources.		
	(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	
	(B) systematically organize	Unit 4: Rebels and Dreamers	Notecards handout

	relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	* <i>Frankenstein</i> research paper	
	(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	Purdue Owl website: http://owl.english.purdue.edu/owl/resource/747/01/
Weeks __ to __	(22) Research/Synthesizing Information.		
	(A) modify the major research question as necessary to refocus the research plan;	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	
	(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	
	(C) critique the research process at each step to implement changes as the need occurs and is identified.	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	
Weeks __ to __	(23) Research/Organizing and Presenting Ideas.		
	(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	
	(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	
	(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple	Unit 4: Rebels and Dreamers * <i>Frankenstein</i> research paper	

	sources and perspectives while anticipating and refuting counter-arguments;		
	(D) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials; and	Unit 4: Rebels and Dreamers <i>*Frankenstein</i> research paper	Bedford handbook
	(E) is of sufficient length and complexity to address the topic.	Unit 4: Rebels and Dreamers <i>*Frankenstein</i> research paper	
Weeks — to —	(24) Listening and Speaking/Listening.		
1-36	(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions	Various in-class activities	
1-36	(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.	Various in-class activities	
Weeks — to —	(25) Listening and Speaking/Speaking.		
7-12	A) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	Unit 2: Celebrating Humanity <i>*Frankenstein</i>	Presentation of research article
Weeks — to —	(26) Listening and Speaking/Teamwork.		
1-36	A) participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards	Various in-class group work	

goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.		
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