

English IV

Curriculum Guide

Scranton School District

Scranton, PA



**Scranton School District
Curriculum Guide**

Course Name: English IV	Grade: 12th
Prerequisites: Successful completion of English III Literature Course	
Course Description: English IV consists of both literature and grammar. The actual time spent and the material covered is determined by the class grouping and the judgment of the individual teacher. The grammar portion of English IV continues to build on work begun in grade eleven. Beginning with a review of grammar fundamentals, and then delving more deeply into areas such as agreement, sentence structure and usage, the grammar examines the nuances of written language encountered by adults. Work in the area of composition goes beyond the paragraph and essay to include a research paper and preparation for the writing portion of the SAT. In the literature portion, students are introduced to major writers and movements through a chronological study beginning with the earliest inhabitants and continuing to the present time. Poetry, short stories, novels, plays, and essays representative of the various time periods and/or movements are studied. Major works include, but are not limited to: Beowulf, The Canterbury Tales, Macbeth and poetry by other authors. More contemporary selections may also be included. This exposure is intended not only to show how British literature evolved, but also to give the student an appreciation for literary masters and draw connections to other authors the student may have read.	

Summary By Quarter

Quarter 1 Overview		
Topic	Standards / Assessment Anchors	Pacing Guide

Personal Essay	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.	One Week
Anglo Saxon Poems and Short Stories	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Two weeks
Beowulf	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Two weeks
The Canterbury Tales	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Three weeks
Sir Gawain and the Green Knight	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and	One week

	between texts with focus on textual evidence.	
Grammar	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.	Throughout the year
Academic Vocabulary	CC.1.1.11-12: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. 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.	Throughout the year

Quarter 2 Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
“Le Morte D’Arthur”	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	One week

Shakespeare and his sonnets	C.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, 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, making connections among ideas and between texts with focus on textual evidence.	One week
Macbeth, Hamlet, Midsummer Night's Dream	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Six weeks
Argumentative essay	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.	One week

Quarter 3 Overview

Topic	Standards / Assessment Anchors	Pacing Guide
Research paper	C.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, 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.	Three weeks
Poetry	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Two weeks
The Romantic Era	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Two weeks

Short Stories	CC.1.3.11-12: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Two weeks
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Quarter 4 Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
Modern Novel	CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Six Weeks
Final Exam prep	CC.1.1.7: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.2.7: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas	Two weeks

	and between texts with focus on textual evidence. CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.4.7: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.5.7: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Final Exam	CC.1.1.7: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.2.7: Reading Informational Text: Students read, understand, and respond to informational text –	Five days

	with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.4.7: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.5.7: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
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Detailed Breakdown By Topic
QUARTER 1

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
Classroom Rules and Procedures				Teachers created syllabus and policies		
Personal Essay	CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.E 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.M Write narratives to develop real or imagined experiences or events.	Write clear and focused text to convey a well-defined perspective and appropriate content. Vocabulary: • audience • style • supporting details • thesis • transitional phrases • transitional words • voice		Student Samples Teacher Notes Guest Speaker Standard based rubric	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-created/ selected: Timelines, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Coding Logs Primary and Secondary Source Analysis Photos, Videos, Product Creation	One week

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
Anglo Saxon poems and short stories	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. 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. CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Students will identify the common themes and literary devices among stories of the Anglo Saxon age. Students will differentiate parts of a text that will back up their ideas. Students will conclude how an author affects the story/poem. Students will classify the tone and style of a story/poem.	Literary terms: caesura, kenning, alliteration, assonance, epic, elegy, symbolism, narrator, audience, oxymoron, irony, ballad, lyric Vocabulary: admonish blithe compassionate fervent grievous rancor rapture redress sentinel winsomeness	Approved textbook Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-created/ selected: Timelines, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Coding Logs Primary and Secondary Source Analysis Photos, Videos, Product Creation	Two weeks
"Beowulf" or another district-approved	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.	Students will assess what choices the	Literary Terms: caesura,	Approved textbook	Formative and summative assessments both formal and informal will be given.	Two weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
ved Anglo Saxon epic	CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. 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.) 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.	author made in their storytelling and how that affects the way we view the story. Students will analyze specific parts of the text and identify literary techniques that make it a classic story. Students will analyze the different ways "Beowulf" has been told through the centuries. Students will investigate how texts like "Beowulf" have influenced culture for centuries.	kenning, alliteration, assonance, elegy, symbolism, narrator, audience, oxymoron, irony, legendary hero, paraphrasing, lyric, epic, romance, allusion, gnomic sayings Vocabulary: loathsome, massive, purge, reparation, solace, writhing	Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Students will have individual work and group work. May include but is not limited to teacher-created/ selected: Timelines, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Coding Logs Primary and Secondary Source Analysis Photos, Videos, Product Creation	
The Canterbury Tales	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.	Students will identify several themes in the stories and be	Literary Terms: direct and indirect characterization,	Approved textbook Classroom Reading	Formative and summative assessments both formal and informal will be given. Students will have individual work and group	Three weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
	CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. C.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. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	able to expand on them. Students will recall how the format of the stories affects the way we understand them. Students will identify how the story has affected the art and storytelling of future generations. Students will identify satire and social commentary.	archetypal narrative elements, exemplum, feudalism, narrative, character portraits, parody, satire, fabliau, social commentary Vocabulary: • absolutio n • apotheca ry • avouches • cant • capital • commissi on • derision • garnishe d • hoary • maxim • pallor • prating	Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	work. May include but is not limited to teacher-created/ selected: Timelines, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Coding Logs Primary and Secondary Source Analysis Photos, Videos, Product Creation	

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
			• prevarication • sanguine • solicitous • stringent • tarry • timorous			
Sir Gawain and the Green Knight	CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. 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.) C.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. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Students will identify the types of medieval romances and legends. Students will differentiate between different versions of the same legend. Students will distinguish the similarities between medieval stories. Students will be able to predict how stories can	Literary Terms: summarize, nonfiction, point of view Vocabulary in Context: • adjure • adroitly • assay • entreated • feigned • interred • largesse • peril • righteous	Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance	One week

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
		develop because of their comprehension of literary devices.			Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	
Grammar	CC.1.1.11-12: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.4.11-12.E 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.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will identify different: • Parts of a sentence • Phrases/clauses • Sentence structure • Subject/verb agreement • Pronoun/antecedent agreement • Mechanics		Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source	Throughout the year

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
					Analysis Photos, Videos, Data Analysis Product Creation	
Vocabulary	CC.1.1.11-12: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style. CC.1.4.11-12.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will classify words into different parts of speech. Students will apply their knowledge of word classifications to use vocabulary correctly.	Vocabulary can come from novels and short stories as well as grammar terms and other areas.		Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	Throughout the year

Detailed Breakdown By Topic
QUARTER 2

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
Le Morte D'Arthur	CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. C.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. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Students will classify the different literary techniques used in a legend. Students will identify the dominant themes of Arthurian legend. Students will apply their knowledge of Arthurian legends while creating responses to the text.	Literary Terms: summarize, nonfiction, point of view Vocabulary in Context: ● adjure ● adroitly ● assay ● entreated ● feigned ● interred ● largesse ● peril ● righteous	Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice	One week

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
					Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	
Shakespeare and his sonnets	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. 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. CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.	Students will recall Shakespeare's influence on the language and culture. Students will classify sonnets from other types of poetry. Students will create their own sonnets.	Types of Literature: poetry, sonnet, drama, written verse, tragedy, comedy, history, plays Literary Terms: sonnet, Petrarchan sonnet, Spenserian sonnet, sonnet sequence, paraphrasing, pastoral poems, quatrain,	Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice	Two weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
			couplet, syntax, structure, theme, rhyme scheme Vocabulary in Context: • alters • anguished • assay • balm • chronicle, • deign • devise • impediments • prefiguring • scope • sullen • wan		Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	
Macbeth, Hamlet, Midsummer Night's Dream	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. CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and	Students will identify parts of the text that explains character development, stage direction and other important	Literary Terms: imagery, situational irony, soliloquy, drama, aside, monologue, comic relief,	Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-	6 weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
	larger portions of the texts relate to each other and the whole. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. 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.	aspects of the play. Students will conclude how the medium of theater affects the way we consume plays. Students will develop an understanding of how drama works.	stage direction, dramatic irony, blank verse, iambic pentameter, prose, conflict, antagonist, tragic flaw/impulse, protagonist, foils, symbolism, text aids, trochaic foot, anapestic foot, climax, beliefs, infer	Teacher model Small group work Teacher Notes CD Online videos.	created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	
The Argumentative essay	CC.1.4.11-12.E 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.	Students will select a topic they can make an argument about and use language that will help them back up their claim.		Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher-	6 weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
	CC.1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.	Students will argue the merits of their stance.		Teacher model Small group work Teacher Notes CD Online videos.	created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	

Detailed Breakdown By Topic
QUARTER 3

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
Research Paper	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. C.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. 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.J Acquire and use accurate 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.1.4.11-12.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim. CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s)	Students will deduce what information they have discovered is worthwhile and what should be discarded. Students will identify an author's possible bias and how that can affect the veracity of their claims. Students will create a research paper. The students will select accurate and reasonable information for their papers.		Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source	Three weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
	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.	Students will develop a correctly formatted works cited page.			Analysis Photos, Videos, Data Analysis Product Creation	
Poetry and The Restoration	CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Identify the traits of metaphysical poetry. Infer what is meant in poems.	Literary Terms: metaphysical poetry, apostrophe, conceit, paradoxes, oxymoron, analogy, epigram, tone, romantic, carpe diem, ode, diction, figurative language, poetic effects, satire, imagery, simile, metaphor, personification, question,	Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations,	Two weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
			poetic sound devices.		Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	
The Romantic Era	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. CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Students will identify romantic poets based on their language and concepts. Students will identify the common themes of romantic poets. Students will discuss what makes romantic poetry stand out.		Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations	Two weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
					of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	
Short stories	CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole. 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.)	Students will distinguish what makes a classic short story like “Araby” or “A Shocking Accident.” Students will identify what ideas are through symbolism		Approved Workbook Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit	Two weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
					Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	

**Detailed Breakdown By Topic
QUARTER 4**

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
Modern novel	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. 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. 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. CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	Students will develop reading habits that will allow them to understand the complex aspects of a novel. Students will be able to cite evidence from the text to explain their inferences about symbolism, motifs and other literary devices. Students will analyze how the author has communicated ideas through the text. Students will conclude why an author chose the tone and style they did.		Approved novel, including "1984," "Angela's Ashes" "Frankenstein" and "And Then There Were None, among others." Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD Online videos.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs, Performance Tasks, Primary and Secondary Source Analysis Photos, Videos, Data Analysis	Six Weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
					Product Creation	
Final Review	CC.1.1.11-12: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, 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, 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.	Students will understand the main ideas of a speech, video or text. Students will identify the benefits and problems of communicating ideas across mediums		District-approved textbook, teacher manufactured or found worksheets.	Formative and summative assessments both formal and informal will be given. Students will have individual work and group work. May include but is not limited to teacher- created/ selected: Timelines, Spreadsheets, Charts, Graphic Organizers Unit Assessments, Topic Assessments, Quizzes, DBQs, Essays, Short Answer, Explanations of Examples, Accountable Talk, Debate, Oral Report, Projects, Portfolio, Presentations, Design Work, Homework, Individual Practice Concept Mapping, Planning Notes, Design Briefs Technical Drawings, Performance Tasks, Coding Logs Primary	Two weeks

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
					and Secondary Source Analysis Photos, Videos, Data Analysis Product Creation	
Final Exam	CC.1.1.7: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.2.7: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.4.7: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.5.7: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Students will apply the lessons they learned throughout the year to pass the test.			Final exam	5 days

