

Quarter 4, English 4

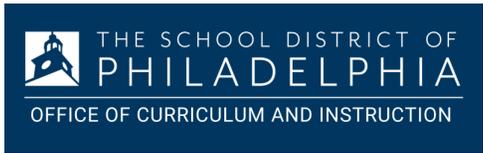
(CU) Novel Study: [Tales of Two Planets](#)

[Additional Instructional Resources](#)

[English 4 Standards Tracker](#)

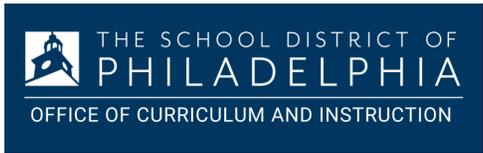
[Blank Quarter 4 Calendar](#)

March 2026					
Term 4 3/25/26 - 6/12/26	Monday	Tuesday	Wednesday	Thursday	Friday
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20



Week 1	23	24	25 Instructional Day 1	26 Instructional Day 2	27 Instructional Day 3
	30 Schools Closed - Spring Break	31 Schools Closed - Spring Break			

April 2026					
Term 4 3/25/26 - 6/12/26	Monday	Tuesday	Wednesday	Thursday	Friday
			1 Schools Closed - Spring Break	2 Schools Closed - Spring Break	3 Schools Closed - Good Friday
Week 2	6 Instructional Day 4	7 Instructional Day 5	8 Instructional Day 6	9 Report Card Conferences - Half Day	10 Report Card Conferences - Half Day



Week 3	13 Instructional Day 7	14 Instructional Day 8	15 Instructional Day 9	16 Instructional Day 10	17 Staff PD - Half Day
Week 4	20 Instructional Day 11	21 Instructional Day 12	22 Instructional Day 13	23 Instructional Day 14	24 Instructional Day 15
Week 5	27 Instructional Day 16	28 Instructional Day 17	29 Instructional Day 18	30 Instructional Day 19	

May 2026					
Term 4 3/25/26 - 6/12/26	Monday	Tuesday	Wednesday	Thursday	Friday
Week 5					1 Instructional Day 20



Week 6	4 Instructional Day 21	5 Instructional Day 22	6 Instructional Day 23	7 Instructional Day 24	8 Staff PD - Half Day
Week 7	11 FLEX	12 FLEX	13 FLEX	14 FLEX	15 FLEX
Week 8	18 Instructional Day 25	19 Schools Closed - Election Day	20 Instructional Day 26	21 Instructional Day 27	22 Instructional Day 28
Week 9	25 Schools Closed - Memorial Day	26 Instructional Day 29	27 Schools Closed - Eid al-Adha	28 Instructional Day 30	29 Instructional Day 31

June 2026					
Term 4 3/25/26 - 6/12/26	Monday	Tuesday	Wednesday	Thursday	Friday

Week 11	1 FLEX	2 FLEX	3 FLEX	4 FLEX	5 FLEX
Week 12	8 FLEX	9 FLEX	10 FLEX	11 Staff PD - Half Day	12 Staff PD - Half Day

Note to Teacher

It is recommended to chunk the novel to prioritize scenes and portions of the text that highlight important overarching themes. Prioritized Lessons have not been selected for this section. Teachers should make choices that best suit the needs of their students. Please see [HERE](#) for additional lessons on all of the texts found in *Tales of Two Planets*.

Adult Topics & Language

This text explores many adult themes and sensitive topics. Teachers should use their discretion when selecting read alouds, independent reads, and possibly omitting texts or portions of the text to best meet the needs of their students. Please choose the selections from the anthology that best meet the needs of your students.

Days	Readings	Paired Readings	Lesson	Objective	Materials
1-2	<i>Tales of Two Planets</i> , Introduction xi-xxv		Day 1: Skill: Author's purpose	Students should understand the purpose, tone, genre, and main argument of Freeman's introduction to the anthology in connection to current climate injustice issues in Philadelphia.	Lesson Guidance 1... Barometer Activity Chapter Notes Organizer
		Jigsaw Articles <ul style="list-style-type: none"> ● Article #1 ● Article #2 ● Article #3 ● Article #4 ● Article #5 	Day 2: Skill: Inquiry	Students will become experts on their own jigsaw text in order to evaluate its persuasiveness in building awareness of climate injustice and environmental racism in our home city.	Jigsaw Notecatcher Chapter Notes Organizer
3	<i>Tales of Two Planets</i> , "N64 35.378. W16 44.691" by Andri Snær Magnason (1-11)		Day 3: Skill: Figurative language	Students should understand the theme of creation and destruction in climate writing and begin to imagine how global crises and stories relate to their own experiences.	
4	<i>Tales of Two Planets</i> : "Drowning in	Feels Like Summer by Childish Gambino	Day 4: Skill: Poetic analysis	Students should analyze a poem using the TPCASTT strategy to	TPCASTT strategy Chapter Notes Organizer

	Reverse” by Anuradha Roy & “Tracking the Rain” by Margaret Atwood (13-22)			determine Atwood’s views and belief in regards to climate change, while citing a connection to ideas expressed in “Drowning in Reverse”.	
5	<i>Tales of Two Planets:</i> “Riachuelo” by Mariana Enriquez (23-31)		Day 5: Skill: Motif	Students will have a foundational understanding of the relationship between industrialism, corporations, and politics and how these entities profit from the pollution that has devastating effects on people, disproportionately those experiencing poverty, and the planet.	Chapter Notes Organizer
6	<i>Tales of Two Planets,</i> “Dusk” by Lauren Groff (p. 32-48)		Day 6: Skill: Figurative Language	Students should understand how Groff’s use of literary devices (symbolism, motif, theme, characterization) convey her message about climate apathy and anxiety in order to critically analyze the characters’ assumptions and beliefs about climate change.	Chapter Notes Organizer

7	<i>Tales of Two Planets</i> , “From Teotwawki by Lars Skinnebach & “Survival” by Sayaka Murata, p. 47-60	The Opportunity Myth	Day 7: Skill: Theme	<p>Students should understand that societal values are at the center of climate change and injustice. Ultimately, societal hierarchies based on socio-economics determine who will experience the devastation of global warming the most. Students should understand that both authors in the lesson align in their warning to readers to come together as a global community and slow the effects of climate change before our Earth’s fate matches that of the dystopias depicted within their texts.</p>	TPCASTT strategy Chapter Notes Organizer
8-9	<i>Tales of Two Planets</i> , “The Astronomical Cost of Clean Air” p. 61-66	Thai landscape architect fights heat by greening Bangkok	Day 8: Argumentative writing Day 9: Supporting a claim	<p>Students should understand that environmental injustice is a core feature of climate change that disproportionately affects those who are economically disadvantaged. To make progress in slowing climate change and its effects, society must value</p>	Green Urbanism Chapter Notes Organizer

				all citizens over profit in reconsidering development of our cities through sustainable urban planning.	
10	<i>Tales of Two Planets</i> , "A Downward Slope" and "The Floods," p. 67-76	Why was India Split into Two Countries?	Day 10: Skill: Rhetoric	Students should understand the impact of catastrophic flooding in Colombia and Pakistan, making connections between these different places in order to analyze the rhetorical moves Álvarez and Hanif use to convey their messages about climate change.	Rhetorical Triangle Chapter Notes Organizer
11	<i>Tales of Two Planets</i> , "Born Stranger" by Burhan Sönmez & "In This Phase in The 58th...." by Lawrence Joseph, p. 77-84	Who are the Kurds? What do they want? And why does nobody give it to them?	Day 11: Skill: Allusion	Students should understand how Sönmez recounts the experience of exile and climate change by concentrating on the motif of the stranger. Students should understand how Joseph creates a specific mood or tone by using allusion and diction. Together, students should understand how the concepts of climate optimism and pessimism appear in climate-focused texts.	Chapter Notes Organizer

12	<i>Tales of Two Planets</i> : “The Storytellers of the Earth” by Sulaiman Addonia, “The House of Osiris” by Yasmine El Rashidi (85-97)	Remember by Joy Harjo	Day 12: Skill: Cause and effect	Students should begin to determine the complex responsibilities for causes and solutions of climate change and defend their viewpoint using evidence from the text.	Chapter Notes Organizer
13	<i>Tales of Two Planets</i> : “The Unfortunate Place” by Tahmima Anam & “Everything” by Daisy Johnson, p. 119-135		Day 14: Skill: Figurative Language	Students should identify and analyze symbolism and extended metaphor in the text, in order to create a symbol that figuratively represents a motif and build a personal theme statement connecting to climate change.	Chapter Notes Organizer
14	<i>Tales of Two Planets</i> : “The Funniest S**t You Ever Heard” by Lina Mounzer & “Machandiz” by Edwidge Danticat, p. 137-157	Eight Months After the Beirut Blast, Lebanon is Still a Toxic Wasteland	Day 15: Skill: Text Analysis	Students should determine and analyze the author's message by evaluating the choices and consequences behind prioritizing development over maintaining a city's infrastructure.	Lesson Guidance 1... Notecatcher p. 137-141 Chapter Notes Organizer
15	<i>Tales of Two Planets</i> , Recording is His Priority: On the Photographs of Lu	What's Happening with China' Uighurs?	Day 16: Skill: Visual analysis	Students should understand how the rapid industrialization of China affected everyday workers, the environment, and religious minorities by	Chapter Notes Organizer

	Guang by Ian Teh, p. 159-164			reading Teh’s analysis of Lu Guang’s photography. Students should also understand that works of art can be “read” as texts and in juxtaposition with written texts.	
16	<i>Tales of Two Planets</i> : “El Lago” by Eduardo Halfon & “The Song of the Fireflies” by Gaël Faye, p. 165 - 174	GDP Alternatives: 7 Ways to Measure a Country's Wealth - ethical.net.	Day 17: Skill: Argumentative writing	Students should evaluate systems used to measure a country’s wealth and value by determining what could make these units unreliable. Students should continue to synthesize multiple stories to investigate the nuances of determining who is most vulnerable to climate change and why.	Chapter Notes Organizer
17	<i>Tales of Two Planets</i> , “The Rains” by Ligaya Mishan & “The Wells” by Eka Kurniawan, p. 175-200	HAWAII 2040: The Changing Climate	Day 18: Skill: Theme	Students should understand how motifs and themes work in conjunction with one another to expose the author’s underlying message and purpose of their text. Students should recognize and monitor common motifs / themes across texts and be able to compare and contrast how these devices function in	Chapter Notes Organizer

				the context of the overall purpose and message of the book.	
18	<i>Tales of Two Planets</i> , “A Blue Mormon Finds Himself Among Common Emigrants by Tishani Doshi & Falling Fiver, Concrete City by Billy Kahora” p. 201-214	Cavafy Poem Kenyan Communities Seek Compensation for Colonial-Era Land Grab	Day 19: Skill: Informational texts	Students will understand the concept of colonialism and its devastating environmental, social, political, and economic impacts on countries within the Global South such as Kenya. Students will understand the rampant and long-lasting effects of plastic pollution. Students will understand the US’s contributions to the climate crisis as an imperialist and colonizing nation.	Chapter Notes Organizer
19	<i>Tales of Two Planets</i> , “Spring in Wadi Delab, The Valley of the (Absent) Plane Tree by Raja Shehadeh and Penny Johnson” p. 215-224	Israeli settlements Israel & Palestine Map	Day 20: Skill: Historical Context	Students should understand the historical context for the current environmental problems faced by Palestinians who live in the West Bank in order to critically respond to the text’s description of injustice and colonial power relationships in physical space.	Chapter Notes Organizer

20-21	<i>Tales of Two Planets</i> , "That House by Tayi Tibble & Hawaiki by Tayi Tibble" p. 225-230	<p>"to fashion"</p> <p>"Nobody in the Water"</p> <p>Bio & POUKAHANGATUS Review</p> <p>How New Zealand Seeks to Right Its Colonial Wrongs</p> <p>Racism: Tolerated and trivialized in New Zealand - Al Jazeera</p>	<p>Days 21 and 22:</p> <p>Skill: Poetic analysis</p>	<p>Students should understand the social, political, economic context of colonialism in New Zealand. They will understand the effects of colonialism on the Maori, New Zealand's indigenous people. Students will understand how identity, culture, and environment work together to form important messages from indigenous authors.</p>	<p>Chapter Notes Organizer</p>
22	<i>Tales of Two Planets</i> : "Bruno" by Aminatta Forna, p. 231-242	<p>King Bruno - an introduction</p>	<p>Day 23:</p> <p>Skill: Informational writing</p>	<p>Students should examine how popular wildlife conservation efforts can promote local community autonomy by researching solutions based around infrastructure, food, or education.</p>	<p>Chapter Notes Organizer</p> <p>Livelihood support or Infrastructure</p>
23	<i>Tales of Two Planets</i> , "Sick World" by Diego Enrique Osorno, p. 243-252	<p>Postcolonialism and Social Exclusion of Indigenous People in Mexico</p>	<p>Day 24:</p> <p>Skill: Text analysis</p>	<p>Students should have a basic understanding of the history and effects of colonialism in Mexico. They will understand how identity, culture, and environment work together to form important</p>	<p>Chapter Notes Organizer</p>

				<p>messages from an indigenous author. Students will develop inquiry-based questions to guide critical analysis and write responses that deconstruct complex ideas within a text.</p>	
24	<p><i>Tales of Two Planets</i>, "The Imperiled" by Krys Lee, p. 269-278</p>	Smog	<p>Day 24: Skill: Motif</p>	<p>Students should understand how the motifs of climate anxiety, climate apathy, and hope vs. hopelessness function within this short story. They should also understand how literary devices can be used to strengthen an author's overall message.</p>	Chapter Notes Organizer
25-31	Research Paper		<p>Day 25-31: Skill: Research</p>	<p>Students will write a thesis-driven climate inquiry essay using independent research to support their arguments. Students will develop and strengthen their writing as needed by planning, revising, editing, rewriting and publishing their work.</p>	Climate Inquiry Essay

