

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**ENGLISH IV Option I and II**

**GRADE 12**

Date of Board Approval: August 21, 2014

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b> English IV	<b>SUBJECT:</b> English	<b>GRADE LEVEL:</b> 12
<b>COURSE LENGTH:</b> One year	<b>DURATION:</b> 50 minutes	<b>FREQUENCY:</b> Daily
<b>PREREQUISITES:</b> English III	<b>CREDIT:</b> 1.0	<b>LEVEL:</b> Option I and II

### **Course Description/Objectives:**

English IV provides challenging writing and speaking experiences which will prepare a student for career and college work. Writing experiences include a literary criticism or research paper, reflective essays, persuasive papers, and creative work. In addition, students may prepare and present speeches to their class as well as participate in other speaking situations. Students study the literature of a variety of cultures from throughout the world in this course. Various genres are examined, and a variety of responses to the readings will be required. One Shakespearean play also is studied. Special emphasis is placed on the written and oral analyses of the literature studied to prepare students for college or career work. The use of technology will support and enhance the learning.

### **Text:**

*Elements of Literature: World Literature*, Holt  
*Reading the World*, Perfection Learning

### **Additional Texts:**

*A Doll's House*  
*Hamlet or Macbeth*  
*Night*  
*Oedipus Rex*

*One Day in the Life of Ivan Denisovich*  
*The Metamorphosis*  
*Things Fall Apart*  
*Wuthering Heights*

### **Curriculum Writing Committee:**

Sarah Clouser Michelle Disbrow John McGuire Kate Muir

## COURSE TIMELINE

	Option I	Option II
<b>Unit 1A: Critical Approaches in Literature (Option II) (Essential)</b>		<b>5 days</b>
<b>Unit 1B: Critical Reading Skills (Option I) (Essential)</b>	<b>30 days</b>	
<b>Unit 2: Beginnings (Essential)</b>	<b>10 days</b>	<b>10 days</b>
<b>Unit 3: College and Career Essays (Essential)</b>	<b>5 days</b>	<b>5 days</b>
<b>Unit 4: Literature of Greece and Rome (Essential)</b>	<b>12 days</b>	<b>12 days</b>
<b>Unit 5: Independent Project (Compact)</b>	<b>8 days</b>	<b>8 days</b>
<b>Unit 6: Literature of Asia (Essential)</b>	<b>10 days</b>	<b>10 days</b>
<b>Unit 7A: Literary Criticism (Option II) (Essential)</b>		<b>33 days</b>
<b>Unit 7B: Research (Option I) (Essential)</b>	<b>20 days</b>	
<b>Unit 8: Literature of Great Britain (Option II) (Essential)</b>	<b>N/A</b>	<b>24 days</b>
<b>Unit 9: Literature of Europe (Essential)</b>	<b>15 days</b>	<b>15 days</b>
<b>Unit 10: Literature of Africa (Essential)</b>	<b>10 days</b>	<b>10 days</b>
<b>Unit 11: Literature of North and Latin America (Compact)</b>	<b>10 days</b>	<b>10 days</b>
<b>Unit 12: Persuasive Essays/Speech (Compact)</b>	<b>8 days</b>	<b>8 days</b>
<b>Unit 13: Personal Narrative (Compact)</b>	<b>16 days</b>	<b>5 days</b>
<b>Unit 14: Literature of Shakespeare (Essential)</b>	<b>20 days</b>	<b>20 days</b>
	<b>Total 175 days</b>	<b>174 days</b>

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 5 days

UNIT # 1A: Critical Approaches to Literature (Option II)

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.3.11-12K</b>
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <b>CC.1.3.11-12.F</b>
CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>CC.1.3.11-12.E</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. <b>CC.1.4.11-12.J</b>
CCSS.ELA-Literacy.W.11-12.1b	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. <b>CC.1.4.11-12.I</b>
CCSS.ELA-Literacy.W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <b>CC.1.4.11-12.K</b>
CCSS.ELA-Literacy.W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>CC.1.4.11-12.K CC.1.4.11-12.L</b>
CCSS.ELA-Literacy.W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented. <b>CC.1.4.11-12.J</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 5 days

**UNIT # 1A:** Critical Approaches to Literature (Option II)

**GRADE:** 12

CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>CC.1.4.11-12.A</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <b>CC.1.5.11-12.D</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 5 days

**UNIT # 1A:** Critical Approaches to Literature (Option II)

**GRADE:** 12

## UNDERSTANDINGS

Using various critical approaches/perspectives to analyze literature will broaden the understanding and enhance the enjoyment of literature.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write and defend a persuasive piece based on student's analysis of literature.

### KNOW

Describe and distinguish between the various critical approaches:

- Biographical: Examines a work in relationship to the author's major life events and philosophies
- Deconstruction: Focuses on the meaning of language itself and the interpretative value placed on a word by cultural assumptions
- Formalist: Examines a work with a focus on literary devices and connotative implications
- Historical (Post Colonial): Examines a work in relationship to the time period in which it was written and the major events taking place at that time.
- Mythological: Examines the roles of archetypes and cultural objects in the text, focusing on the motives that underlie human behavior throughout time
- Psychological/psychoanalytical: Examines underlying aspects of the human psyche present in a text. Focuses primarily on the theories of Sigmund Freud.
- Sociological (Marxist, Feminist, Gender roles): Examines literature in the cultural, economic, and political context in which it is written or received, exploring the relationships between the artist and society.

### DO

- Analyze a short story and identify the critical elements from various critical approaches/perspectives.
- Using a specific critical approach, develop a thesis to support a position.
- Write and defend a persuasive essay based on the analysis of literature from a specific literary critical approach.

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 30 days

UNIT # 1B: Critical Reading Skills (Option I)

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.3.11-12K</b>
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <b>CC.1.3.11-12.F</b>
CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>CC.1.3.11-12.E</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.2.11-12.B</b>
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text. <b>CC.1.2.11-12.A</b>
CCSS.ELA-Literacy.RI.11-12.3	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. <b>CC.1.2.11-12.C</b>
CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. <b>CC.1.2.11-12.F</b>
CCSS.ELA-Literacy.RI.11-12.5	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 engaging. <b>CC.1.2.11-12.E</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 30 days

**UNIT # 1B:** Critical Reading Skills (Option I)

**GRADE:** 12

CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>



# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 30 days

**UNIT # 1B:** Critical Reading Skills (Option I)

**GRADE:** 12

## UNDERSTANDINGS

Critical reading strategies enable a reader to analyze both fiction and non-fiction and to interpret an author's purpose and effectiveness.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

On-going skill based assessments

### KNOW

Identify and define literary elements used in fiction:

- Setting and plot (flashback, foreshadowing, conflict, suspense, mood)
- Character (traits, characterization, motivation, types)
- Narrator and voice (point of view, persona, tone, diction)
- Symbolism and irony (allegory – fables and parables, irony – verbal, situational, and dramatic)

Identify and describe text features in non-fiction text.  
(Headings, captions, graphs/charts)

Determine text organization in non-fiction text.  
(Cause/effect, sequence/chronological, problem/solution, compare/contrast, question/answer, spatial, order of importance)

Identify and apply critical reading strategies to understand texts:  
(Making inferences and generalizations, making connections, questioning, predicting, visualizing, drawing conclusions, monitoring understanding, and summarizing)

### DO

- Read short fiction and informational texts in a variety of groupings. (whole class, small group, individual)
- Apply reading strategies to increase reading comprehension.
- Make personal connections. (text to self, text to text, text to world)
- Annotate important literary elements.
- Analyze and discuss a piece of fiction based on various literary elements: setting, plot, character, symbolism, irony, narrator, and voice.
- Evaluate author's choices of literary elements in short fiction.
- Evaluate author's choices of style and structure in informational texts.

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 10 days

UNIT # 2: Beginnings

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>C.1.2.11-12.F</b> <b>CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K</b> <b>CC.1.3.11-12.I</b>

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 10 days

UNIT # 2: Beginnings

GRADE: 12

## UNDERSTANDINGS

The literature of ancient civilizations has contributed to modern institutions and has helped to shape modern traditions and beliefs.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a literary analysis essay comparing two pieces of the literature.

### KNOW

Define:

- Archetype: A pattern that appears in literature across cultures and is repeated through the ages. An archetype can be a character, a plot, an image, or a setting.
- Epic: A long narrative poem that relates the great deeds of a larger-than-life hero who embodies the values of a particular society
- Epic conventions: An invocation, action begins in medias res, epic similes, consistently predictable metrical structure, stock epithets
- Parable: A short, allegorical story that teaches a moral or religious lesson about life
- Pastoral: A type of literature that depicts rustic life in idealized terms

Identify the characteristics of an epic hero.

Describe the influences of the invention of writing:

- Sumerians: cuneiform
- Egyptians: hieroglyphs
- Babylonians: Hammurabi's Code

Describe historical/cultural values:

- Monotheism/Polytheism
- Afterlife
- Role of Nature
- Relationship between God/gods and mankind

### DO

- Summarize the elements of the oral tradition.
- Make inferences about civilizations based on literature.
- Discuss and compare two ancient civilizations.
- Analyze epithets, speaker, repetition, theme, narrative, parallelism, parables in literature.
- Identify and make inferences about themes while reading.
- Evaluate the philosophical, historical, and cultural influences of the historical period upon the specific piece of literature.
- Write a critical response to a piece of literature.

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 5 days

UNIT #3: College and Career Essays

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.3.11-12.H</b>
CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.2.11-12.B</b>
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text. <b>CC.1.2.11-12.A</b>
CCSS.ELA-Literacy.RI.11-12.3	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. <b>CC.1.2.11-12.C</b>
CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. <b>CC.1.2.11-12.F</b>
CCSS.ELA-Literacy.RI.11-12.5	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 engaging. <b>CC.1.2.11-12.E</b>
CCSS.ELA-Literacy.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.RI.11-12.7	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. <b>CC.1.3.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>CC.1.4.11-12.M</b>
CCSS.ELA-Literacy.W.11-12.7	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. <b>CC.1.4.11-12.V</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 5 days

**UNIT #3:** College and Career Essays

**GRADE:** 12

CCSS.ELA-Literacy.W.11-12.10	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 tasks, purposes <b>CC.1.4.11-12.X</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
CCSS.ELA-Literacy.L.11-12.6	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. <b>CC.1.2.11-12.J</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 5 days

**UNIT #3:** College and Career Essays

**GRADE:** 12

## UNDERSTANDINGS.

Writers adjust their writing styles and strategies for specific audiences, such as college admission boards or employers.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a creative, focused college or career application essay

### KNOW

Identify elements of a strong college or career application essay:

- Strong introduction (attention grabbing opening sentence) and conclusion
- Organization
- Focus on prompt and audience
- Support
- Originality
- Writer's voice (diction, syntax)
- Proper spelling, grammar and mechanics
- Overall portrayal of self

Suggested DVD: *500 Words or Less*

### DO

- Evaluate prompts to determine appropriate tone and topic for intended audience.
- Evaluate sample essays for style, voice, diction, structure, and effectiveness.
- Write a creative, focused college or career application essay that answers the prompt and conveys the student's personality and ideas.

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 12 days

UNIT #4: Literature of Greece and Rome

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <b>CC.1.3.11-12.F</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.RL.11-12.7	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.) <b>CC.1.3.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <b>CC.1.5.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.F</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 12 days

**UNIT #4:** Literature of Greece and Rome

**GRADE:** 12

CCSS.ELA-  
Literacy.L.11-12.3  
CCSS.ELA-  
Literacy.L.11-12.4

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **C.1.2.11-12.F CC.1.3.11-12.J**  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. **CC.1.2.11-12.K CC.1.3.11-12.I**



# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 12 days

UNIT #4: Literature of Greece and Rome

GRADE: 12

## UNDERSTANDINGS

The cultures of Ancient Greece and Rome have profoundly influenced the development of Western thought and achievement, especially through Greek philosophy and thought.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a response (may be part of a larger exam) to a piece of the literature focusing on the tragic hero. (Option II)

Create a presentation focused on a figure in Greek mythology (Option I)

### KNOW

#### Option II

Define and describe:

- Catharsis: The purging of emotions that leaves the character with a new sense of self-awareness and renewal
- Hubris: Excessive pride or arrogance
- In Media Res: The technique of starting a story in the middle and then using a flashback to tell what happened earlier
- Deus ex machina: Any artificial or contrived device used at the end of a plot to resolve or untangle the complications
- Greek Chorus: In classical Greek tragedies, a group of nameless onlookers who comment on and interpret the action of the play.
- Tragic Hero: In the traditional tragedy, the main character is usually dignified, courageous, and often high ranking. The character's downfall may be caused by a tragic flaw or the downfall may result from forces beyond his or her control. The tragic hero or heroine usually wins some self-knowledge and wisdom, even though he or she suffers defeat, possibly even death.

### DO

#### Option I

- Read a selection of Greek myths and identify important figures in Greek myths.
- Research an important figure in Greek mythology. (monster, deity, hero)
- Explain modern day allusions to Greek mythology found in literature and current culture.
- Make inferences about civilizations based on literature.
- Compare and contrast modern civilization with Greek civilization.
- Discuss and explain the lasting impact of Greek traditions on the world.
- Create a presentation focused on a figure in Greek mythology.

#### Option II

- Make inferences about civilizations based on literature.
- Compare and contrast modern civilization with Greek civilization.
- Discuss and explain the lasting impact of Greek traditions on the world.
- Evaluate the philosophical, historical, and cultural influences of the historical period upon the specific piece of literature.

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 12 days

UNIT #4: Literature of Greece and Rome

GRADE: 12

## KNOW

### Option II

Identify and describe elements of a Greek tragedy.

- One setting
- One day of action
- No digression of plot

## DO

### Option II

- Identify and analyze foreshadowing, flashback, imagery, persuasion, analogies, dramatic irony, external and internal conflict, hyperbole, tone, archetypes, cultural points of view on a topic, and style in Greek and Roman literature.
- Evaluate historical context through text.
- Identify and analyze the effectiveness of a speaker's philosophical arguments in writing.
- Compare universal themes and archetypes across texts in literature.
- Compare film or stage adaptation of a Greek drama (*Oedipus Rex* or *Antigone*) to text version.
- Write a critical response to a piece of the literature that synthesizes understanding of the themes and characteristics of Greek drama.

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: Throughout year 8 presentation days

UNIT #5: Independent Project

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.3.11-12H CC.1.3.11-12.K</b>
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <b>CC.1.3.11-12.F</b>
CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>CC.1.3.11-12.E</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.RL.11-12.7	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.) <b>CC.1.3.11-12.G</b>
CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.2.11-12.B</b>
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <b>CC.1.2.11-12.A</b>
CCSS.ELA-Literacy.RI.11-12.3	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. <b>CC.1.2.11-12.C</b>
CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <b>CC.1.2.11-12.F</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** Throughout year 8 presentation days

**UNIT #5:** Independent Project

**GRADE:** 12

CCSS.ELA-Literacy.RI.11-12.5	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 engaging. <b>CC.1.2.11-12.E</b>
CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <b>CC.1.2.11-12.D</b>
CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.2.11-12.L</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>CC.1.4.11-12.A</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.W.11-12.7	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. <b>CC.1.4.11-12.V</b>
CCSS.ELA-Literacy.W.11-12.8	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. <b>CC.1.4.11-12.W</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.W.11-12.10	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 tasks, purposes <b>CC.1.4.11-12.X</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <b>CC.1.5.11-12.F</b>
CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <b>CC.1.5.11-12.E</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** Throughout year 8 presentation days

**UNIT #5:** Independent Project

**GRADE:** 12

## UNDERSTANDINGS

Reading a wide variety of genres and texts helps readers to expand their vocabulary and to develop appreciation for a multicultural world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write responses to books in a variety of ways and make presentations.

### KNOW

Identify focus questions for literary analysis.

- Biography/autobiography: How has the subject/author impacted the world around them?
- Fiction to Film: How has an adaptation of a book into film affected the portrayal of theme?
- World Author: How can reading a book from another culture develop your understanding of that culture?
- Best Sellers: How do current trends in literature reflect our cultural values and beliefs?

Describe elements of an effective, engaging presentation.

- Strong speaking voice
- Pacing
- Eye contact
- Visuals
- Using but not reading from note cards or Power Point
- Posture/body language
- Providing context

### DO

- Use a variety of reference and internet resources to identify and select appropriate, appealing novels or literary non-fiction texts.
- Employ a close reading strategy to read an independently selected novel.
- Critique a novel and share critical understanding in a presentation. (Self-selected to be creative, informative and/or analytical)

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 10 days

UNIT #6: Literature of Asia

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.W.11-12.7	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. <b>CC.1.4.11-12.V</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>
CCSS.ELA-Literacy.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>C.1.2.11-12.F</b> <b>CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K</b> <b>CC.1.3.11-12.I</b>

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 10 days

UNIT #6: Literature of Asia

GRADE: 12

## UNDERSTANDINGS

The literature of India, China, and Japan explores profound philosophical questions that are relevant to people around the world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Analyze the impact of religion and culture on representative pieces of literature (Option II)

Imitate forms and styles of Asian literature in a creative piece (Option I)

### KNOW

Identify and describe:

- Buddhism: A religion whose followers seek an end to human suffering by renouncing desires and selfishness
- Confucianism: Pervades the classical literature, philosophy and very history of China. It embodies three ideas: *yi* or righteousness, *ming* or destiny (the will of Heaven), and *Chung Yung* or moderation. Confucius taught his followers to live modestly and harmoniously and to take responsibility for personal action.
- Shintoism: An indigent religion of Japan, characterized by veneration of nature spirits and of ancestors
- Taoism: A philosophy founded by Laotzu in China that teaches that wisdom can be gained by observing nature

Define:

- Fables: A very brief story in prose or verse that teaches a moral or practical lesson about life
- Haiku: A brief, unrhymed three line poem developed in Japan in the 1600s

### DO

- Make inferences about culture and life philosophies based upon close reading of a cross-section of literary selections.
- Assess the philosophical, historical, and cultural underpinnings of a society through an analysis of a variety of pieces of representative literature.
- Describe the structure and style of hymns, fables, maxims, tankas, haikus, and parables in literature.
- Explain the use of paradox, external and internal conflicts, repetition, mood, personification, style and tone in Asian literature.
- Determine a speaker's purpose, sequence of events, and a writer's style.
- Compare and contrast universal themes across texts.
- Select one piece of literature from each culture and explain how the cultures and religious beliefs have influenced the writing and explain how the ideas in these pieces of literature are reflected in today's society. (Option II)
- Imitate forms and styles of Asian literature in a creative piece (Option I)

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 10 days

**UNIT #6:** Literature of Asia

**GRADE:** 12

## KNOW

- Choka: Japanese form of poetry with alternating lines of five and seven syllables, ending with a couplet of seven-syllable lines
- Tanka: Traditional five-line form of Japanese poetry The first and third lines contain five syllables each and the second, fourth and fifth lines contain seven syllables each.
- Memoirs: Type of autobiography that usually focuses on a single time period or historical event

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# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 33 days

UNIT #7A: Literary Criticism (Option II)

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.3.11-12.K</b>
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <b>CC.1.3.11-12.F</b>
CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>CC.1.3.11-12.E</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.2.11-12.L</b>
CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.2.11-12.B</b>
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <b>CC.1.2.11-12.A</b>
CCSS.ELA-Literacy.RI.11-12.3	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. <b>CC.1.2.11-12.C</b>
CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <b>CC.1.2.11-12.F</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 33 days

**UNIT #7A:** Literary Criticism (Option II)

**GRADE:** 12

CCSS.ELA-Literacy.RI.11-12.5	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 engaging. <b>CC.1.2.11-12.E</b>
CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <b>CC.1.2.11-12.D</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>CC.1.4.11-12.A</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.W.11-12.7	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. <b>CC.1.4.11-12.V</b>
CCSS.ELA-Literacy.W.11-12.8	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. <b>CC.1.4.11-12.W</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.F</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 33 days

**UNIT #7A:** Literary Criticism (Option II)

**GRADE:** 12

## UNDERSTANDINGS

Literary criticism helps readers further develop their own interpretations of a text. Writers use the research process to develop and support an argument about a single text or multiple texts.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Following the research paper process, students will create a literary analysis research paper.

### KNOW

Identify and describe elements of research :

- Biographical sketch: Provides biographical information about the author including major events, awards/recognitions, and major influences upon writing
- Thesis: A statement of the argument being made in the text
- Note cards: Organized information that relates to thesis, including bibliographical information and an identifier (primary source, secondary source, summary, paraphrase, quotation)
- Annotated bibliography: A working document reflecting source information and use in essay
- Outline: Either a formal topic or formal sentence organization of ideas to be presented in paper
- Scholarly journal: A collection of authoritative, scholarly articles that have been pre-screened by experts in this field

Identify elements of proper MLA formatting:

- Parenthetical citations
- Headings/header
- Works Cited
- Avoiding plagiarism
- Paper format

### DO

Utilize the following steps to create a literary analysis paper:

- Select an author and 4-6 short stories.
- Read and analyze stories for literary elements
- Create a working hypothesis about the stories.
- Write a brief, one page biographical sketch about the author. (in MLA format)
- Research the literary criticism for each story utilizing the school's on-line Gale database.
- Complete 50 note cards minimum. (summarizing, paraphrasing, quoting)
- Create an annotated bibliography, considering the use and value of the source to topic.
- Compose a main idea or thesis statement.
- Create an outline.
- Write a first draft in blending interpretation and published critical analysis to form a coherent argument.
- Peer edit.
- Write a final draft adhering to MLA format.

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 20 days

**UNIT #7B:** Research (Option I)

**GRADE:** 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.2.11-12.L</b>
CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.2.11-12.B</b>
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <b>CC.1.2.11-12.A</b>
CCSS.ELA-Literacy.RI.11-12.3	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. <b>CC.1.2.11-12.C</b>
CCSS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <b>CC.1.2.11-12.F</b>
CCSS.ELA-Literacy.RI.11-12.5	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 engaging. <b>CC.1.2.11-12.E</b>
CCSS.ELA-Literacy.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <b>CC.1.2.11-12.D</b>
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <b>CC.1.4.11-12.A</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.W.11-12.7	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. <b>CC.1.4.11-12.V</b>
CCSS.ELA-Literacy.W.11-12.8	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. <b>CC.1.4.11-12.W</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 20 days

**UNIT #7B:** Research (Option I)

**GRADE:** 12

CCSS.ELA-  
Literacy.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.11-12.F**

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 20 days

**UNIT #7B:** Research (Option I)

**GRADE:** 12

## UNDERSTANDINGS

Writers use the research process to develop a deeper understanding of a topic and to answer questions.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Students will create an “I” search paper that documents their research processes and present their findings

### KNOW

Describe the I-Search format of research.

Define:

- Thesis: A statement of the argument being made in the text
- Note cards: Organized information that relates to thesis, including bibliographical information and an identifier (primary source, secondary source, summary, paraphrase, quotation)
- Outline: Either a formal topic or formal sentence organization of ideas to be presented in paper

Identify elements of proper MLA formatting:

- Parenthetical citations
- Headings/header
- Works Cited
- Avoiding plagiarism
- Paper format

### DO

Utilize the following steps to create an I-search paper

- Brainstorm to identify prior knowledge and relevant experiences to determine a topic.
- Pose personally meaningful questions related to the overarching concepts or topic.
- Devise a search plan using a variety of materials and resources.
- Extract relevant information and record it in an organized format.
- Revise search plan, as needed.
- Summarize information from different sources.
- Use computer applications to locate and organize information
- Produce drafts of report and reflections.
- Revise, edit and produce a final draft adhering to MLA formatting guidelines.

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 24 days

UNIT #8: Literature of Great Britain (Option II)

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.3.11-12.K</b>
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.W.11-12.7	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. <b>CC.1.4.11-12.V</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 24 days

**UNIT #8:** Literature of Great Britain (Option II)

**GRADE:** 12

CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>C.1.2.11-12.F</b> <b>CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K</b> <b>CC.1.3.11-12.I</b>



# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 24 days

UNIT #8: Literature of Great Britain (Option II)

GRADE: 12

## UNDERSTANDINGS

The literature of historical British literary movements reflects the culture of the time period and continues to have a lasting impact on contemporary literature.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a critical response to a piece of literature.

### KNOW

Identify British literary movements:

- Romanticism: A literary, artistic, and philosophical movement that developed in Europe during the late 18<sup>th</sup> and early 19<sup>th</sup> centuries as a reaction against neoclassicism
- Gothic: A branch of the Romanticism movement, focused on the darker elements of humanity. Emphasis includes supernatural, mysterious settings, and evil

Define key vocabulary:

- Extended metaphor: A metaphor that is developed over several lines of writing or through an entire work
- Romance: Historically, a medieval European verse narrative chronicling the adventures of a brave knight or other hero who must overcome great danger for love of a noble lady or high ideal
- Parody: The imitation of an artistic work for amusement or instruction
- Enjambment: The use of run-on lines to complete a thought from one line of verse to the next

Suggested novels: *Pride and Prejudice*, *Wuthering Heights*

### DO

Discuss the philosophical, historical, and cultural ideas expressed in specific pieces of British Literature.

Analyze the specific impact British literary movements have had on modern literature and culture.

Write a critical response to a piece of literature that synthesizes an overall understanding of the elements and characteristics of a specific selection within the context of the broader literary tradition in a formal essay.

Compare and contrast styles of sonnets.

Interpret satire. (*Pride and Prejudice*, “A Modest Proposal”)

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 15 days

UNIT #9: Literature of Europe

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.3.11-12.K</b>
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F CC.1.5.11-12.G</b>
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>C.1.2.11-12.F CC.1.3.11-12.J</b>
CCSS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.2.11-12.K CC.1.3.11-12.I</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 15 days

**UNIT #9:** Literature of Europe

**GRADE:** 12

## UNDERSTANDINGS

Writers revolutionize and change the world through their modern and thought-provoking literature.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Respond to an essay prompt in class.

### KNOW

#### Option I

Identify and describe literary movements:

- Modernism: A broad trend in literature and other arts, from approximately 1890-1940 that reflected changes in the world, especially the impact of scientific works such as Sigmund Freud's writings on psychoanalysis
- Revolutionary: Engaged in or promoting political revolution

Explain revolutionary nature of European literature.

- Industrial revolution
- Age of Romanticism
- Rise of Realism

#### Option II

Identify and describe literary movements:

- Surrealism: The twentieth century literary and artistic movement that sought to break down the barriers between rational and irrational

### DO

- Analyze the use of characterization, setting, imagery and figures of speech, refrain, mood, symbolism, external and internal conflict, and theme within a literary movement.
- Evaluate and interpret character's actions.
- Interpret cause and effect, draw conclusions, and make inferences to comprehend layered texts.
- Evaluate the philosophical, historical, and cultural influences of the historical period while reading.
- Analyze how various pieces of literature have changed the world.
- Compare and contrast the belief systems exemplified in text with personal beliefs.
- Write a response to a piece of literature.

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 15 days

**UNIT #9:** Literature of Europe

**GRADE:** 12

thoughts and situations

- Existentialism: A modern European movement and philosophy, religion, and art that asserts “existence precedes essence,” that is, that the universe and everything in it exists but has no meaning and that people supply meaning through their actions
- Modernism: A broad trend in literature and other arts, from approximately 1890-1940 that reflected changes in the world, especially the impact of scientific works such as Sigmund Freud’s writings on psychoanalysis
- Nihilism: The rejection of all religious and moral principles, often in the belief that life is meaningless
- Revolutionary: Engaged in or promoting political revolution

Explain revolutionary nature of European literature.

- Industrial revolution
- Age of Romanticism
- Rise of Realism

Define key terms:

- Antihero: A central character in a story that lacks conventional heroic attributes
- Ambiguity: The expression of an idea in language that suggests more than one meaning

Suggested readings: *Metamorphosis*, *A Doll’s House*, *Night*, *A Day in the Life of Ivan Denisovich*

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 10 days

UNIT #10: Literature of Africa

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.3.11-12.K</b>
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>CC.1.3.11-12.C</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.W.11-12.7	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. <b>CC.1.4.11-12.V</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 10 days

**UNIT #10:** Literature of Africa

**GRADE:** 12

CCSS.ELA-Literacy.SL.11-12.1a	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas or conclusions; and promote divergent and creative perspectives. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen investigation or to complete the task. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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. <b>CC.1.5.11-12.B</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.F</b>
CCSS.ELA-Literacy.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>CC.1.3.11-12.K</b>
CCSS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.3.11-12.I</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 10 days

**UNIT #10:** Literature of Africa

**GRADE:** 12

## UNDERSTANDINGS

African literature is an evolving combination of native oral tradition and reactions to colonial influence.

### COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a literary analysis essay. (Option II)

Respond to an essay prompt. (Option I)

#### KNOW

Define key terms:

- Proverb: A short saying that expresses a common truth or experience, usually about human failings and the ways people interact with one another
- Fable: A very brief story in prose or verse that teaches a moral or practical lesson about life
- Cultural conflicts: A struggle or clash between multiple cultures and ideologies
- Tragic hero: Usually dignified, courageous, and often high ranking, downfall may be caused by a tragic flaw or by forces beyond his or her control, usually gains some self-knowledge and wisdom, even though he or she suffers defeat, possibly even death

Identify native national traditions:

- Oral storytelling
- Myths

Explain the impact of imposed colonial traditions on literature

- Religion
- Language
- Work ethic
- Customs

Explain how post-colonialism addresses the identity of a culture in a post-colonial situation.

Suggested novel: *Things Fall Apart*

#### DO

- Draw conclusions about the theme or the author's purpose in relation to selected text elements
- Make inferences about civilizations based on literature.
- Evaluate the philosophical, historical, and cultural influences of the historical period while reading.
- Analyze and discuss oral traditions, proverbs, and characteristics of an epic, elegy, antithesis, analogy, and anecdote.
- Compare and contrast myths or contemporary African short stories.
- Make inferences based on cultural conflicts.
- Write a literary analysis essay. (Option II)
- For example:
- Compare and contrast tragic heroes
- Analyze the use of oral tradition
- Discuss and reflect on cultural conflicts in contemporary African short stories. (Option I)
- Respond to an essay prompt. (Option I)

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 10 days

UNIT #11: Literature of North and Latin America

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <b>CC.1.3.11-12.K</b>
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>CC.1.3.11-12.D</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>C.1.4.11-12.U</b>
CCSS.ELA-Literacy.W.11-12.7	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. <b>CC.1.4.11-12.V</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.11-12.F</b>



# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 10 days

**UNIT #11:** Literature of North and Latin America

**GRADE:** 12

CCSS.ELA-  
Literacy.L.11-12.3  
CCSS.ELA-  
Literacy.L.11-12.4

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **C.1.2.11-12.F CC.1.3.11-12.J**  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. **CC.1.2.11-12.K CC.1.3.11-12.I**

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 10 days

**UNIT #11:** Literature of North and Latin America

**GRADE:** 12

## UNDERSTANDINGS

Magical realism helps readers imagine worlds of different realities.

Readers affirm or challenge their outlooks in response to new media and literature.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

A literary analysis response to a piece of the literature, focused on elements of magical realism

### KNOW

Define magical realism as a literary style that combines incredible events with realistic details and relates them all in a matter-of-fact tone.

Explain how cultural and historical influences impacted the development of magical realism literary movement.

Define surrealism as the fusion of the everyday with the fantastical.

Explain that surrealism blends myth with realism challenging the notions of what is real.

### DO

Read and interpret magical realism in literature.

Make inferences about civilizations different than our own. (political, geographical, historical, economic)

Analyze a passage for specific literary elements.

Write a literary analysis response to a piece of the literature, focused on elements of magical realism.

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 5 days

UNIT #12: Persuasive Essays/Speech

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>CC.1.2.11-12.L</b>
CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.2.11-12.B</b>
CCSS.ELA-Literacy.RI.11-12.5	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 engaging. <b>CC.1.2.11-12.E CC.1.3.11-12.E</b>
CCSS.ELA-Literacy.RI.11-12.7	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. <b>CC.1.2.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>CC.1.4.11-12.G</b>
CCSS.ELA-Literacy.W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. <b>CC.1.4.11-12.J</b>
CCSS.ELA-Literacy.W.11-12.1b	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. <b>CC.1.4.11-12.I</b>
CCSS.ELA-Literacy.W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <b>CC.1.4.11-12.K</b>
CCSS.ELA-Literacy.W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>CC.1.4.11-12.L</b>
CCSS.ELA-Literacy.W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented. <b>CC.1.4.11-12.J</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.H</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 5 days

**UNIT #12:** Persuasive Essays/Speech

**GRADE:** 12

CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.7	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. <b>CC.1.4.11-12.V</b>
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.11-12.S</b>
CCSS.ELA-Literacy.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>CC.1.5.11-12.C</b>
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <b>CC.1.5.11-12.D</b>
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <b>CC.1.5.11-12.F</b>
CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <b>CC.1.5.11-12.E</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 5 days

**UNIT #12:** Persuasive Essays/Speech

**GRADE:** 12

## UNDERSTANDINGS

Persuasive writing presents logical arguments, avoids fallacies and faulty reasoning, and is structured around a thesis.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create and deliver a persuasive piece (Option II)

Write a review of commercials or advertisements for a given product, event, or person. (Option I)

### KNOW

Define and identify :

- propaganda
- bias
- fallacies
- faulty reasoning

Identify persuasion techniques:

- Rhetoric
- Logos, Pathos, Ethos
- Parallelism
- Understatement
- Hyperbole
- Repetition

### DO

Analyze persuasive pieces including speeches, advertisements, cartoons, and essays.

Develop and support ideas to create a persuasive piece, either a speech or paper

- Establish audience
- Determine devices to create style

Deliver a persuasive speech. (Option II)

Evaluate and discuss commercials and advertisements for a given product, event, or person. (Option I)

Write a review of commercials or advertisements for a given product, event, or person. (Option I)

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 16 days (I), 5 days (II)

**UNIT #13:** Personal Narratives

**GRADE:** 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events. <b>CC.1.4.11-12.M</b>
CCSS.ELA-Literacy.W.11-12.3a	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; create a smooth progression of experiences or events. <b>CC.1.4.11-12.N</b>
CCSS.ELA-Literacy.W.11-12.2b	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. <b>CC.1.4.11-12.C</b>
CCSS.ELA-Literacy.W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or character. <b>CC.1.4.11-12.O</b>
CCSS.ELA-Literacy.W.11-12.3b	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, 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. <b>CC.1.4.11-12.O</b>
CCSS.ELA-Literacy.W.11-12.3c	Use 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 (e.g., a sense of mystery, suspense, growth or resolution.) <b>CC.1.4.11-12.P</b>
CCSS.ELA-Literacy.W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <b>CC.1.4.11-12.E</b>

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 16 days (I), 5 days (II)

**UNIT #13:** Personal Narratives

**GRADE:** 12

## UNDERSTANDINGS

Using a variety of writing techniques and developing a writing habit are essential to establishing a distinct writing voice to portray personal experiences.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a collection of autobiographical narrative pieces  
(chapters written bi-weekly throughout school year)

### KNOW

- Explore the concept of self-identify through regularly assigned creative nonfiction assignments.

Suggested Activity: Senior Book Project

### DO

- Write narrative pieces every two weeks throughout the school year
- Write for specific audiences.
- Write each narrative using a specific literary technique or focus such as dialogue, setting, characterization, flashback, extended metaphor.

# KNOW, UNDERSTAND, DO

COURSE: English IV

TIME FRAME: 20 days

UNIT #14: Literature of Shakespeare

GRADE: 12

## STANDARDS:

### Common Core Standards

CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>CC.1.3.11-12.B</b>
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>CC.1.3.11-12.A</b>
CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) <b>CC.1.3.11-12.I</b>
CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>CC.1.3.11-12.E</b>
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>(CC.1.4.11-12.G)</b>
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>CC.1.4.11-12.B</b>
CCSS.ELA-Literacy.W.11-12.5	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. <b>CC.1.4.11-12.T</b>
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>CC.1.4.11-12.U</b>
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <b>CC.1.5.11-12.A</b>
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <b>CC.1.5.11-12.F</b>
CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <b>CC.1.5.11-12.E</b>
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.11-12.F</b> <b>CC.1.5.11-12.G</b>



# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 20 days

**UNIT #14:** Literature of Shakespeare

**GRADE:** 12

CCSS.ELA-  
Literacy.L.11-12.2  
CCSS.ELA-  
Literacy.L.11-12.3  
CCSS.ELA-  
Literacy.L.11-12.4  
CCSS.ELA-  
Literacy.L.11-12.5

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.11-12.R**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **C.1.2.11-12.F CC.1.3.11-12.J**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. **CC.1.2.11-12.K CC.1.3.11-12.I**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.3.11-12.F**

# KNOW, UNDERSTAND, DO

**COURSE:** English IV

**TIME FRAME:** 20 days

**UNIT #14:** Literature of Shakespeare

**GRADE:** 12

## UNDERSTANDINGS

Shakespeare's plays continue to be relevant today because their themes are universal.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Exam and Project (project may include a presentation of a monologue or scene, modern adaptation of a scene, and/or an artistic representation) (Option II)

Scene analysis (Option I)

### KNOW

Identify the elements of Shakespearean drama:

- Characteristics of tragedy or comedy
- Characteristics of tragic hero
- Monologues
- Soliloquy
- Aside
- Pun
- 

Describe the culture/historical background of Elizabethan period.

Identify important elements in the life of William Shakespeare

Define:

- Poetic language
- Iambic pentameter
- Rhyming couplets
- Sonnet

### DO

Analyze Shakespeare's use of characterization to reveal the foibles of human nature.

Interpret elements of Shakespearean drama (aside, monologue, soliloquy). For example:

- Analyze passage
- Perform monologue
- Act out scene
- Create modern version of scene
- Create artistic interpretation of scene
- Compare/contrast to other pieces of literature

Make inferences about Shakespearean times (cultural and historical context) by identifying themes.

Analyze passages for specific devices (symbolism, metaphor, foreshadowing, diction, allusions, puns)

Evaluate the effectiveness of various presentations of a particular scene.

## Language and Grammar Scope and Sequence

### Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.

Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.

Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.

Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.

	<b>I= Instruct</b>	<b>B= Build</b>	<b>S= Strengthen</b>	<b>M= Maintain</b>			
<b>Parts of Speech</b>	6	7	8	9	10	11	12
Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify prepositions, conjunctions, and interjections in sentences and describe their functions.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Form and use verbs in active and passive voice.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>Sentence Building</b>	6	7	8	9	10	11	12
Identify the four types of sentences in texts and use them in writing. (statement, question exclamation, command)	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify the subject and predicate of a sentence.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and correct fragments in writing. (unless they are used for effect)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and correct run-on sentences in writing.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and use different sentence patterns in writing. (Grade 6- S-V, S-V-DO, S-V- IO-DO only)	<b>I</b>	<b>I</b>	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>
Identify prepositional phrases and appositives in sentences and place them appropriately in sentences when writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Explain the functions of participles, infinitives, and gerunds.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use phrases (verbals, appositives, prepositional) to write effectively.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Define and identify dependent and independent clauses.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify simple, compound, and complex sentences in texts and use them in writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Analyze the structure of sentences though diagrams or graphic organizers. (sentences from texts read and students' writing)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>

	I= Instruct	B= Build	S= Strengthen	M= Maintain				
<b>Usage</b>	6	7	8	9	10	11	12	
Categorize pronouns as subjective, objective, and possessive.	I	B	S	M	M	M	M	
Use intensive pronouns correctly. (e.g. myself, ourselves)	I	B	S	M	M	M	M	
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	I	B	S	M	M	M	M	
Recognize that pronouns and antecedents must agree in number and person.	I	B	S	S	M	M	M	
Recognize that subjects and verbs must agree with each other.	I	B	S	S	M	M	M	
Use adverbs and adjectives correctly. (e.g. good/well)	B	S	S	M	M	M	M	
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately )	I	B	S	S	M	M	M	
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	S	S	M	M	M	M	M	
Maintain verb tense (past, present, future) throughout a piece of writing.		I	B	S	M	M	M	
Recognize and correct inappropriate shifts in verb voice and mood.			I	B	S	M	M	
Use parallel structure.				I	B	S	M	
Resolve usage issues by consulting references.	I	B	B	S	M	M	M	
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				I	B	S	M	
<b>Mechanics</b>	6	7	8	9	10	11	12	
<b>Spelling</b>								
Spell frequently used words correctly.	S	S	M	M	M	M	M	
Consult electronic and print references to correct spelling.	B	S	S	M	M	M	M	
Use spell-check on word-processed documents.	I	B	S	M	M	M	M	
Eliminate spelling errors during the editing phase of formal writing assignments.	I	B	S	M	M	M	M	

	I= Instruct	B= Build	S= Strengthen	M= Maintain				
<b>Mechanics (continued)</b>	6	7	8	9	10	11	12	
<b>Capitalization</b>								
Capitalize the first word in a sentence.	S	M	M	M	M	M	M	
Capitalize proper nouns.	S	M	M	M	M	M	M	
Capitalize "Mom, Dad..." when used as proper nouns.	I	B	S	M	M	M	M	
Capitalize words in titles correctly.	I	B	S	M	M	M	M	
Consult references to correct capitalization.	I	B	S	M	M	M	M	
<b>Punctuation</b>	6	7	8	9	10	11	12	
Use correct end of sentence punctuation.	S	M	M	M	M	M	M	
Use apostrophes for contractions and possessives.	B	S	M	M	M	M	M	
Use commas to separate items in a series.	S	M	M	M	M	M	M	
Use commas to set off nonrestrictive/parenthetical elements in a sentence	I	B	S	M	M	M	M	
Use commas to separate coordinate adjectives.		I	B	S	M	M	M	
Use commas before coordinator in compound sentences.	I	B	S	M	M	M	M	
Use commas to around interrupters(appositives, direct address, interjections)		I	B	S	M	M	M	
Distinguish and divide main and subordinate clauses using commas and semi-colons.				I	B	S	M	
Use quotation marks and correct punctuation to mark dialogue.	B	B	S	M	M	M	M	
Correctly punctuate quotations integrated into an essay.			I	B	S	M	M	
Use semicolons to join independent clauses with or without conjunctive adverbs.			I	B	S	M	M	
Use colons to introduce a list or a quotation.				I	B	S	M	
Use a comma, ellipsis, or dash to indicate a pause or break.			I	B	S	M	M	
Use an ellipsis to indicate an omission.			I	B	S	M	M	
Observe hyphenation conventions.					I	S	M	
Consult references to correct punctuation.	I	B	S	M	M	M	M	
<b>Formatting</b>	6	7	8	9	10	11	12	
Indent or double space paragraphs.	S	S	M	M	M	M	M	
Use MLA formatting for header, font and font size, margins, spacing, pagination, citations, and works cited.		I	B	S	S	M	M	

	<b>I= Instruct</b>	<b>B= Build</b>	<b>S= Strengthen</b>	<b>M= Maintain</b>				
<b>Style/Rhetoric</b>	6	7	8	9	10	11	12	
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Maintain a consistent point of view within a piece of writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Maintain consistency in style and tone.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	
Vary sentence patterns for meaning, style, and reader interest.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	

## ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research papers
- 5) Oral presentations:
  - Reports
  - Panel discussions
  - Simulations/Debates
- 6) Posters/Pictures
- 7) Homework
- 8) Class discussion
- 9) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Accurate information
- Logical development
- Proper format
- Clear presentation
- Focused argument/theme
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.



## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)