

Year-At-A-Glance		Department	English Language Arts	PEIMS Code	03220400	Credit	State
		Course Title	English IV Regular/Enriched			Course Length	1 Year
		Prerequisites	English III/Counselor Approval			Grade Level(s)	12

Area	1 st Nine Weeks			2 nd Nine Weeks			3 rd Nine Weeks			4 th Nine Weeks		
	August	September	October	November	December	January	February	March	April	May		
Reading/ Literature (suggested genre)	The Gift of Story (Anglo-Saxon and Medieval) Poetry Riddles Ballads (Barbara Allan – required) Tales Wife of Bath and Pardoner's Tale (Required)		Love, Death & Time (Renaissance & 17 th Century) Poetry Comedy Tragedy Philosophy			Satire and Romanticism (Restoration, Pre-romantic, Romantic) Satire Journal Essay Poetry			Paradox of Progress (Victorian, Modern, Contemporary) Play Short Story Poetry			
Vocabulary (teacher selected words)	5 to 8 words per week – various sources including textbook, classroom resources, and teacher materials											
Grammar/ Writing	Passive vs. Active Voice Expletives Review 6 + 1 Writing Traits Personal College Essay Procedural Writing (Resume) Other grammar in context as teacher sees need		Sentence Structure		Essay – Persuasive (SAT prompt)			Creative Writing			Essay - Literary Analysis (compare/contrast)	
Inquiry/ Research	Use MLA format					Research Paper						
Listening/ Speaking	Storytelling										Oral Presentations	
Viewing/ Representing	Media Literacy Level 1 or 2 Unit 1		Media Literacy Level 2, Unit 5			Media Literacy Level 2, Unit 6					Media Literacy Level 2 Unit 2	

1st Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	The Gift of Story : The Hero (<u>Beowulf</u> required)				Timeframe	3 weeks
TEKS Focus						
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.						
(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes						
(B) analyze textual context (within a sentence & in larger sections of text) to draw conclusions about the nuance in word meanings						
(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation)						
(D) analyze and explain how the English language has developed and been influenced by other languages						
(E) use general and specialized dictionaries, glossaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed						
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.						
(A) compare and contrast works of literature that express a universal theme						
(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions						
(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time						
Research and Relevance						
<u>Agricultural Sciences</u> – Investigate the elements of the Magna Carta that dealt with land ownership; King John						
<u>Business</u> – Research the beginnings of trade and its impact on society; King Richard and the Crusades						
<u>Communications</u> – Examine the effect of the printing press, stained-glass cathedral windows; illuminated texts; Johannes Gutenberg						
<u>Engineering</u> – Bridges; cathedrals; castles; Marco Polo						
<u>Fine Arts</u> – Coat of Arms; tapestries; King Arthur						
<u>Health Sciences</u> – Black Plague; sanitation; Ferrarius						
<u>Law</u> – Tax collection: http://www.learningcurve.gov.uk/snapshots/snapshot12/snapshot12.htm ; Sir Thomas More; Eleanor of Aquitaine; El Cid						
<u>Medical Sciences</u> – Philosophy of the Humors; quality of medical care; diagnosis in the Middle Ages http://www.learner.org/interactives/middleages/healtact2.html ; Hildegard von Bingen						
<u>Public/Social/Human Service</u> – Knights, knighthood; chivalric code; Joan of Arc; Thomas a' Becket; St. Francis						
<u>Technology</u> – Weaponry; armor making, waterwheels and waterpower, chimneys, stained glass, communication technology, ship building, medicine both academic and village, mechanical clocks, calendar creation, and astrology						
Understandings				Essential Questions		
<ul style="list-style-type: none"> • The rise of a hero requires extraordinary circumstances. • Being heroic requires taking risks. • There must be a cultural connection between hero and circumstance. 				<ul style="list-style-type: none"> • What are the characteristics of the ancient heroes? • Are those characteristics timeless/universal/mutable? • Who are our heroes and what qualities do they possess? • Are heroes required for each age? 		
Knowledge				Skills		
<ul style="list-style-type: none"> • Anglo-Saxon history and culture • A-S poetry and conventions • The development of language – Old English 				<ul style="list-style-type: none"> • Make connections between Pagan and Christian elements in A - S literature. • Analyze the nature of evil (in monsters and other). • Read and understand A - S poetry and its conventions. 		
Assessment				Vocabulary / Literary Terms		
<ul style="list-style-type: none"> • Conduct a trial charging Beowulf as a hero or fool, a danger or hero to society. • Write and illustrate a children's version of <u>Beowulf</u>. • Compare/contrast Beowulf with a modern hero. • Test over <u>Beowulf</u>. 				<ul style="list-style-type: none"> • Kennings • Caesura • Epithet • Alliteration • Rhythm • Stressed syllables • Unstressed syllables • Allusion • Epic Hero 		

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	Course Title	English IV						
	Course Length	1 Year	Credit	State	Grade Level(s)	12		
Unit/Theme	The Gift of Story : The Hero (<u>Beowulf</u> required)				Timeframe	3 weeks		
Strategies	<ul style="list-style-type: none"> • Small groups for enacting key scenes • Oral reading and discussion of A - S poems • Multimedia presentations of modern heroes 		Resources	<ul style="list-style-type: none"> • Glencoe – British Lit: pp. 66, 13, 79, 24 • <u>Beowulf</u> by Seamus Heaney (selections) • Videos of A - S time period and <u>Beowulf</u> • Multicultural heroic myths (various anthologies) • Ancillary supplemental texts and materials 			Extension	<p>Introductory:</p> <ul style="list-style-type: none"> • Research related topics (armor, weapons, warfare, etc). • Listen to recording of text selections. • Create comic book hero demonstrating heroism. • Compare and contrast. <p>Enrichment:</p> <ul style="list-style-type: none"> • Film and edit part of a heroic myth. • Read <u>Grendel</u> by John Gardner & discuss point of view. • <u>Beowulf</u> with a modern hero – Read “Lesson Before Dying” or “Man in the Water.”

1st Nine Weeks	Department English Language Arts		PEIMS Code 03220400	
	Course Title English IV			
	Course Length 1 Year	Credit	State	Grade Level 12
Unit/Theme	The Gift of Story: Storytelling (<u>Wife of Bath & Pardoner's Tale</u>, required)			Timeframe 3 weeks
TEKS Focus				
<p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.</p> <p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.</p>				
<u>Research and Relevance</u>				
<u>Agricultural Sciences</u> – <i>The Warlord</i> (film)				
<u>Business</u> – <i>Salt: A World History</i> by Mark Kurlansky				
<u>Communications</u> – <i>Catherine, Called Birdy</i> by Karen Cushman				
<u>Engineering</u> – <i>Life in a Medieval Castle</i> by Joseph Gies and Frances Gies				
<u>Fine Arts</u> – <i>Everyman</i>				
<u>Health Sciences</u> – <i>Midwife's Apprentice</i> by Karen Cushman; <i>The Executioner's Daughter</i> by Laura E. Williams				
<u>Law</u> – <i>Robin Hood of Sherwood Forest</i> by Ann McGovern and Tracy Sugarman				
<u>Medical Sciences</u> – <i>Black Death</i> by Philip Ziegler				
<u>Public/Social/Human Service</u> – <i>The Working Life - A Medieval Monk</i> by James Barter				
<u>Technology</u> – <i>Timeline</i> by Michael Crichton				
Understandings		Essential Questions		
<ul style="list-style-type: none"> Literature and art usually reflect the sociological, cultural, and philosophical mores of their times. Stories give meaning to our lives. Medieval history, culture, and literature influenced modern American Life. 		<ul style="list-style-type: none"> How do I break down a difficult text? What are ways that authors develop effective characterizations in writing? What makes some pieces of literature timeless classics? 		
Knowledge		Skills		
<ul style="list-style-type: none"> The historical and social forces that shaped the Middle Ages The following literary terms: ballads, imagery, couplets, romance, allusion, irony, refrain, frame story The development of language – Middle English 		<ul style="list-style-type: none"> Correctly evaluating a character Correctly interpreting metaphors Analyzing the role of women in Medieval society 		
Assessment		Vocabulary / Literary Terms		
<ul style="list-style-type: none"> Quizzes, tests Class discussions Product – poster, graphic organizer, etc. 		<ul style="list-style-type: none"> Ballad, imagery, couplets, romance, irony, refrain, frame story, morality tale, metaphor, exemplum, characterization (direct & indirect), incremental repetition (in ballads), dialogue (in ballads, dramatic action (in ballads), suspense (in ballads) 		
Strategies		Resources	Extensions	
<ul style="list-style-type: none"> Listen to recordings of ballads and tales. Assign small group presentations on Canterbury pilgrims. Show clips from various films about King Arthur and discuss differences in depiction of hero. 		<ul style="list-style-type: none"> Glencoe – British Lit: pp. 102, 126, 134, 203, 205 Departmental videos of time period and literary works Ancillary/supplemental texts and materials Media literacy activities 	<ul style="list-style-type: none"> Locate legendary heroes from other countries and determine what can be learned about that country and time through the literary depiction of that character. Visual depictions of characters. Bring in true ballad lyrics; play; explain. Create a ballad based on newspaper story. Perform a talk show that interviews various pilgrims. 	

1st Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	Communication: Expository and Procedural Writing			Timeframe	1 week	
TEKS Focus						
(13) <u>Writing/Writing Process</u> . Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.						
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea						
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning						
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases						
(D) edit drafts for grammar, mechanics, and spelling						
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences						
(15) <u>Writing/Expository and Procedural Texts</u> . Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.						
(A) write an analytical essay of sufficient length that includes:						
(i) effective introductory and concluding paragraphs and a variety of sentence structures						
(B) write procedural and work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include:						
(i) a clearly stated purpose combined with a well-supported viewpoint on the topic						
(ii) appropriate formatting structures (e.g., headings, graphics, white space)						
(iii) relevant questions that engage readers and address their potential problems and misunderstandings						
(iv) accurate technical information in accessible language						
(v) appropriate organizational structures supported by facts and details (documented if appropriate)						
Research and Relevance						
Agricultural Sciences – Pollution; Greenhouse affect as a result of deforesting						
Business – Tax breaks for small businesses						
Communications – Effect of media violence						
Engineering – Public transportation						
Fine Arts – Taking the arts out of the high school curriculum (or not)						
Health Sciences – Anorexia; Single-parent families; effect of divorce on children						
Law – Terrorist attacks in the US; Teen-age curfew						
Medical Sciences – Human cloning						
Public/Social/Human Service – Family values; Abuse and domestic violence; school uniforms						
Technology – The influence of the Internet: More harm than good or more good than harm						
Understandings				Essential Questions		
<ul style="list-style-type: none"> Strong, clear language is essential to good persuasive writing. Active voice gives writing power and precision. 				<ul style="list-style-type: none"> Why is it important to use passive voice sparingly? When is it acceptable to use passive voice? 		
Knowledge				Skills		
<ul style="list-style-type: none"> Difference between transitive and intransitive verbs 				<ul style="list-style-type: none"> Revising sentences, changing passive voice to active voice 		
Assessment						
<ul style="list-style-type: none"> Board work Quizzes Personal writing samples 						
Strategies			Resources		Extensions	
<ul style="list-style-type: none"> Proofreading activities Game Find word problems in math and rewrite changing passive to active voice 			<ul style="list-style-type: none"> HRW – Language – pp. 404-405, 705-709 		<ul style="list-style-type: none"> Paired learning Create poem, song, skit, etc., about passive voice Learning centers 	

1st Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	Communication: Conventions				Timeframe	1 week
TEKS Focus						
(17) <u>Oral and Written Conventions/Conventions</u> . Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases) (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)						
Research and Relevance						
<u>Agricultural Sciences</u> – Technical report and presentation of effects of pollution on crops <u>Business</u> – Written business plan and oral presentation of plan <u>Communications</u> – Journal article, TV or radio report on current event <u>Engineering</u> – Technical report and presentation on designing a new product <u>Fine Arts</u> – Presentation with written analysis/comparison of two types of art (painting, dance, music, etc.)			<u>Health Sciences</u> – Debate with written facts on current health issue (Swine Flu, Immunizations, National Health Care Plan) <u>Law</u> – Legal brief and debate <u>Medical Sciences</u> – Journal article and presentation on new medical breakthrough (real or fantasy) <u>Public/Social/Human Service</u> – Write and present scenario of different endings to short readings from class <u>Technology</u> – Use various types of technology to write and present parts of speech to 3 rd grade students			
Understandings • Expletives add no information to a sentence and can cause confusion about subject-verb agreement.			Essential Questions • How do I eliminate the use of expletives in my writing?			
Knowledge • Rules of subject-verb agreement • Definition of subject and adverb			Skills • Revising sentences to eliminate the use of expletives • Differentiating use of “there” as subject (expletive) or adverb			
Assessment • Board work • Worksheets, quizzes • Personal writing samples						
Strategies • Proofreading activities • Identifying subjects in news articles Rewriting sentences with expletives						
Resources • HRW – Language, p. 536 • Ancillary, supplemental texts and materials						
Extensions • Paired learning • Anchor activities • Learning centers						

1st Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level	12
Unit/Theme	Communication: Personal Reflection (College Essay)				Timeframe	1 week
TEKS Focus						
(18) <u>Oral and Written Conventions/Handwriting</u> . Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.						
(19) <u>Oral and Written Conventions/Spelling</u> . Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.						
Research and Relevance						
Agricultural Sciences – Reveal your life philosophy.; What are your career aspirations?						
Business – What do you plan to do with your degree?; Why have you chosen this career or profession?						
Communications – What would your friends say about your character and why? What was the most difficult time in your life? How did you overcome these difficulties? How did your perspective on life change as a result of the difficulty?						
Engineering – How was your interest in engineering shaped by your upbringing?; Why this college?						
Fine Arts – What are your dreams of the future?; Describe your most rewarding experience.; Imagine yourself being an actor/actress. Tell about your feelings before the opening night of the performance where you play the title role						
Health Sciences – How have you grown and developed over the years?; What are your long-term goals?						
Law – What is a mission you are accomplishing on the earth?; How have all your acquired experiences shaped your career goals?; Discuss your research experiences. What would you like to research?						
Medical Sciences – Looking back at everything you have done what would you want to change and how?; Evaluate a significant experience, risk you have taken, or ethical dilemma you have faced and it's impact on you.						
Public/Social/Human Service – Life is short. Why do you want to spend 5 or 6 years at our university?;						
Technology – Where do you see yourself, career-wise, 10 years from now?; What is the major contribution you've made in any field of your life?						
Understandings			Essential Questions			
<ul style="list-style-type: none"> An outstanding college essay can have a decisive impact on your chances for attending the institution of your choice. 			<ul style="list-style-type: none"> What are most universities looking for in a college application essay? 			
Knowledge			Skills			
<ul style="list-style-type: none"> The “Do’s” and “Don’ts” of writing good college application essays Author’s purpose/point of view Concept of anecdote Voice and fluency in writing 			<ul style="list-style-type: none"> Write “showing,” not “telling” sentences Use transitions effectively Outline ideas using a graphic organizer 			
Assessment						
<ul style="list-style-type: none"> College applications easy Discussion Product – posters, ads, etc. 						
Strategies		Resources		Extensions		
<ul style="list-style-type: none"> Use the Internet to locate information and find samples of outstanding college essays. Evaluate sample essays. Submit finished essay to college of student’s choice. Analyze models of creative writing by other authors or students. 		<ul style="list-style-type: none"> Ancillary, supplemental texts and materials HRW Language, Chapter 2 “The Next Level – What Colleges Expect from Your Writing” 		Introductory: <ul style="list-style-type: none"> Allow students to work in pairs or small groups. Create portfolios or a literary magazine. Enrichment: <ul style="list-style-type: none"> Counselors Role playing college/job interview 		

2nd Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	Love, Death, and Time: Communication/SAT Essay				Timeframe	1 week
TEKS Focus						
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p> <p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning</p> <p>(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases</p> <p>(D) edit drafts for grammar, mechanics, and spelling</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</p> <p>(15) Writing /Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <p>(i) effective introductory and concluding paragraphs and a variety of sentence structures</p> <p>(B) write procedural and work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include:</p> <p>(i) a clearly stated purpose combined with a well-supported viewpoint on the topic</p> <p>(ii) appropriate formatting structures (e.g., headings, graphics, white space)</p> <p>(iii) relevant questions that engage readers and address their potential problems and misunderstandings</p> <p>(iv) accurate technical information in accessible language</p> <p>(v) appropriate organizational structures supported by facts and details (documented if appropriate)</p> <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)</p> <p>(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context)</p> <p>(C) an organizing structure appropriate to the purpose, audience, and context</p> <p>(D) information on the complete range of relevant perspectives</p> <p>(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used</p> <p>(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)</p> <p>(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone</p> <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.</p> <p>(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text</p> <p>(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language</p>						
Understandings						
<ul style="list-style-type: none"> An outstanding SAT essay can have a decisive impact on your chances for attending the institution of your choice. 						
Essential Questions						
What is the College Board looking for in the SAT essay?						
Knowledge						
<ul style="list-style-type: none"> The "Do's" and "Don'ts" of writing a good SAT essays. 						

2nd Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	Love, Death, and Time: Communication/SAT Essay				Timeframe	1 week
Skills						
<ul style="list-style-type: none"> • Writing concisely • Elaborating • Proofreading • Writing effectively under time pressure 						
Assessment						
<ul style="list-style-type: none"> • Original piece of persuasive writing • Product – book jackets, movie poster, art, etc. (may accompany composition) • Illustrated comic or children’s book 						
Strategies						
<ul style="list-style-type: none"> • Use the Internet to locate information and find samples of outstanding essays. • Evaluate sample essays. • Allow students to peer edit persuasion. 						
Resources						
<ul style="list-style-type: none"> • Internet websites (Princetonreview.com, collegeboard.com, etc.) • Pamphlets and brochures from counselor • Ancillary, supplemental texts and materials • College Board SAT prep materials 						
Extensions						
Introductory:						
<ul style="list-style-type: none"> • Allow students to work in pairs or small groups 						
Enrichment:						
<ul style="list-style-type: none"> • Have counselors come in and visit with class about college application process. • Devise college application timeline. • Take library computer program SAT tests. 						

Second Nine Weeks		Department	English Language Arts			PEIMS Code	03220400
		Course Title	English IV				
		Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	Love, Death, & Time: Shakespearean Drama & Renaissance/Cavalier Poetry (<i>Macbeth</i> , required)				Timeframe	6 weeks	
TEKS Focus							
<p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.</p> <p>(4) Reading/Comprehension of Literary Text Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.</p> <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction</p> <p>(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters</p> <p>(C) compare and contrast the effects of different forms of narration across various genres of fiction and demonstrate familiarity with works of fiction by British authors from each major literary period.</p>							
Research and Relevance							
Agricultural Sciences – Discuss Shakespeare’s use of figures from nature							
Communications – Select one of Hamlet’s soliloquies and discuss the relationship between the poetry and the nature of Hamlet’s feelings, also provided inside into the Prince’s elusive character							
Fine Arts – Discuss the function of a particular trope, such as Shakespeare’s use of the theatrical; choose one scene and discuss its importance in the play, i.e. how does this action contribute to the reader’s response to what is going on?							
Health Sciences – Is Hamlet’s “Antic Disposition” real madness or feigned?							
Public/Social/Human Service – treatment of women during the time period							
Understandings				Essential Questions			
<ul style="list-style-type: none"> Humans are capable of immense love and sensitivity, but we also have been capable of greed, hatred, murder, and war. Power corrupts and absolute power corrupts absolutely. 				<ul style="list-style-type: none"> What is it to be human? Why are we the way we are? Can one action – tremendous or trivial – affect the entire course of my life? 			
Knowledge				Skills			
<ul style="list-style-type: none"> The historical and social forces that shaped the Renaissance The development of language – birth of Modern English 				<ul style="list-style-type: none"> Make inferences and predictions. Defend an interpretation. Recognize bias. 			
Assessment				Vocabulary / Literary Terms			
<ul style="list-style-type: none"> Class discussions Quizzes, tests Timeline, Venn Diagram or other kind of graphic organizer to illustrate element of play Oral Reports 				<ul style="list-style-type: none"> Aside, atmosphere (mood), dialogue, foil, motivation, pastoral, pun, soliloquy, sonnet, symbol, exposition (in drama), octave, sestet, quatrain, turn (shift), stanza, iambic pentameter, rhyme scheme, Shakespearean (English) sonnet, Petrarchan (Italian) sonnet 			
Strategies		Resources			Extensions		
<ul style="list-style-type: none"> Reading logs TP-CASTT method of poetry analysis Paraphrase of specific poems, speeches, or scenes 		<ul style="list-style-type: none"> Glencoe, pp. 306, 243, 244, 252, 257, 260, 263, 267, 271, 284, 288, 290, 291, 293, 295, 297, 300, 422, 425, 427, 430 (Mediation 17), 437, 441, 447, 456, 460, 464 Literary list – <i>Macbeth</i> (required), another Shakespearean play, i.e., <i>Hamlet</i> or a play from a previous year the students haven’t studied Videos Ancillary, supplemental texts and materials 			Introductory: <ul style="list-style-type: none"> Listen to recordings of literary works. Build visual depicting scene from play or epic poem. Reenact specific scene(s) of play. Enrichment: <ul style="list-style-type: none"> Compare and contrast one of <i>Macbeth</i>’s soliloquies with that of <i>Hamlet</i>’s. 		

Second Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	Love, Death, and Time: Sentence Structure				Timeframe	1 week
TEKS Focus						
<p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</p> <p>(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)</p> <p>(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)</p> <p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization</p> <p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings</p>						
Research and Relevance						
<u>Agricultural Sciences</u> – Technical report and presentation on crop infestation <u>Business</u> – Written business plan and oral presentation of plan <u>Communications</u> – Newspaper article, TV or radio commercial <u>Engineering</u> – Technical report and presentation on development in space travel <u>Fine Arts</u> – Visual representation of words often misspelled			<u>Health Sciences</u> – Oral and written report on the use of prefixes and suffixes in health <u>Law</u> – Effects of capitalization, punctuation, and spelling in law suits <u>Medical Sciences</u> – Repercussions of errors in medical research <u>Public/Social/Human Service</u> – Filing paperwork to obtain benefits, such unemployment, etc. <u>Technology</u> – Writing codes and the effect of errors			
Understandings			Essential Questions			
<ul style="list-style-type: none"> Parallel structure elevates style. Varying sentence types enhances your writing. 			<ul style="list-style-type: none"> How do I write sentences using parallel structure? What can I do to make my writing more fluent? 			
Knowledge			Skills			
<ul style="list-style-type: none"> Difference between simple, compound, complex, and compound – complex sentences Verbals – using gerunds, participles, and infinitive phrases in writing 			<ul style="list-style-type: none"> Punctuating sentences correctly Revising sentences (parallel structure, reducing wordiness) Sentences diagramming Combining sentences correctly 			
Assessment						
<ul style="list-style-type: none"> Writing samples Worksheets Quizzes, tests 						
Strategies		Resources		Extensions:		
<ul style="list-style-type: none"> Analyze different kinds of writing. Revise paragraphs of published literary pieces. Play games like “Academic Baseball.” 		<ul style="list-style-type: none"> HRW Language, pp. 426-428, 458-462, 588-590 Ancillary, supplemental texts and materials 		Introductory: <ul style="list-style-type: none"> Paired learning Sentence strips containing various word groups Enrichment: <ul style="list-style-type: none"> Analysis of government document or political speech containing wordy, ornate writing style 		

Third Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	Research Paper	Timeframe	5 - 6 weeks Presentations may carry into 4 th 9 weeks)			
TEKS Focus						
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic</p> <p>(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic</p> <p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source</p> <p>(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) modify the major research question as necessary to refocus the research plan</p> <p>(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified</p> <p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p> <p>(B) uses a variety of formats and rhetorical strategies to argue for the thesis</p> <p>(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments</p> <p>(D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials</p> <p>(E) is of sufficient length and complexity to address the topic</p> <p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of these positions</p> <p>(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery</p> <p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria</p>						

Third Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	Research Paper		Timeframe	5 - 6 weeks Presentations may carry into 4 th 9 weeks)		
Research and Relevance (http://www.multicolib.org/homework/sochc.html)						
<p>Agricultural Science – Global warming; farm recycling; entomologist relationship to agriculture; irrigation in early farms; US cash grain market; comparison across the nation and/or globe; Food safety bills, careers</p> <p>Business – Status of financial organizations, such as banks, after government bailout; on-line businesses; unemployment; careers</p> <p>Communications – Compare how various age groups get news and information; Censorship; New words added to English dictionaries in the last five years; How intrusive is too intrusive when ‘getting a story’?; Encoding and decoding the language; careers</p> <p>Engineering – 21st Century Armor; Sabotage at energy department facilities; Clean-energy industries; electrical vehicles; careers</p> <p>Fine Arts – New process to convert simple materials into sophisticated ceramics; “Emo”; Reality dance, talent, and singing shows; Effect of Internet on monetary success of artists; careers</p> <p>Health Science – Artificially created sperm; Alternative medicine; Obesity surgery; Breast cancer awareness; careers</p> <p>Law – Are political debates effective, real?; FMLA; False Imprisonment; Free Speech; Capital Punishment; Witness Protection; careers</p> <p>Medical Sciences – Clinical Trials; Gene Therapy; Healthcare Reform; careers</p> <p>Public/Social/Human Services – Social Security; Human Rights; Poverty; Sweatshops; Violence in schools; Euthanasia; Children’s Rights; careers</p> <p>Technology – Digital Textbooks; Videogame Industry; Hackers; Robotics; Filtering Software; Virtual v. Real World; careers</p>						
Understandings			Essential Questions			
<ul style="list-style-type: none"> Balanced research employs a variety of resources to promote understanding. Speaking skills can be vital to personal and professional success. Proper form can add credibility to content in a piece of writing. 			<ul style="list-style-type: none"> What makes a source reliable? What are the characteristics of a research paper? How does proper form communicate understanding? 			
Knowledge			Skills			
<ul style="list-style-type: none"> Steps to developing a research paper Developing a thesis statement Gathering valid and relevant information Writing citations using MLA format Avoiding plagiarism Creating MLA style works cited page 			<ul style="list-style-type: none"> Selecting and limiting a topic Organizing Drafting Using any Microsoft Office program (e.g. PowerPoint, Word, Excel, Publisher, Access) Learning to use library databases 			
Assessment						
<ul style="list-style-type: none"> Minimum Requirements <ul style="list-style-type: none"> Topic: teacher discretion (literary analysis, issues, historical events, etc). Length: 3-5 pages (typed, double –spaced) Number of Sources: Literary analysis: 1 primary, 2-4 secondary; other topic: 3-5 sources. Citations: (direct quotes and paraphrasing; parenthetical notations) Notetaking: Cards, highlighted hard copies, or notes on paper. Outline: teacher discretion (pre-writing activity, graphic organizer, formal topic or sentence outline). Works Cited Page: MLA format 						
Strategies		Resources		Extensions		
<ul style="list-style-type: none"> Provide timeline or schedule with specific deadlines. Schedule conferences with each student to check progress. Share models of good research papers with students. 		<ul style="list-style-type: none"> HRW Language, Chapter 6, pp. 962-970, 984 HRW Literature, pp. 773-776 Ancillary, supplemental texts and materials 		<p>Introductory:</p> <ul style="list-style-type: none"> Allow students to work in pairs. Modify or extend minimum requirements. <p>Enrichment:</p> <ul style="list-style-type: none"> Add visuals or oral presentation requirement to paper. 		

Third Nine Weeks		Department	English Language Arts			PEIMS Code	03220400
		Course Title	English IV				
		Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	Metaphysical Poetry and Satire				Timeframe	2 weeks	
TEKS Focus							
<p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction</p> <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts</p> <p>(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media</p> <p>(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose</p> <p>(D) evaluate changes in formality and tone across various media for different audiences and purposes</p>							
Understandings				Essential Questions			
<ul style="list-style-type: none"> • When society fails to live up to its values, writers turn to satire. • To be human is to be tempted. 				<ul style="list-style-type: none"> • What is truth? • What is justice? • What is the social importance of diaries, journals, and letters? • What is the purpose of satire? 			
Knowledge				Skills			
<ul style="list-style-type: none"> • The historical and social forces that shaped the period • The development of language decorum and order 				<ul style="list-style-type: none"> • Analyze satire. • Interpret irony. • Distinguish shades of meaning. • Recognize bias. • Determine author's purpose. • Make inferences. 			
Assessment				Vocabulary / Literary Terms			
<ul style="list-style-type: none"> • Write a satirical sketch, parody, or create a documentary • Quizzes, tests • Product – Scrapbook, museum exhibit 				<ul style="list-style-type: none"> • Satire, hyperbole, understatement, irony, sarcasm, wit 			
Strategies		Resources			Extensions		
<ul style="list-style-type: none"> • Read or view samples of contemporary satire • Journal entries/diary (modeled after Pepys/Defoe) • Play charades using dictionary entries 		<ul style="list-style-type: none"> • <u>GLENCOE</u>: Essays: p. 501, 548, 596, 598, 679, 681, 699, 787, 845, 856; Satire: p. 503, 559, 576, 662; Journal: p. 537, 584, 749; Poetry: 508, 510, 512, 533, 616, 684, 693, 697, 710, 713, 714, 716, 717, 718, 734, 737, 738, 740, 753, 758, 796, 799, 804, 809, 813, 820, 824, 826, 832, 836, 838 • Supplemental texts • Videos and recordings • <u>Candide</u> 			<p>Introductory:</p> <ul style="list-style-type: none"> • Perform a talk show that interviews various characters from one of the selections in this unit. • Utilize learning stations. <p>Enrichment:</p> <ul style="list-style-type: none"> • Compare and contrast a mock epic with a true epic. • Write a letter to the editor of the local newspaper in which you use irony to protest something in current events. • Create a satirical cartoon. • Parody aphorisms. 		

Third Nine Weeks		Department	English Language Arts			PEIMS Code	03220400
		Course Title	English IV				
		Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	The Romantics				Timeframe	2 weeks	
TEKS Focus							
<p>(1) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings</p> <p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p> <p>(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone</p> <p>(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)</p> <p>(C) write a script with an explicit or implicit theme, using a variety of literary techniques</p> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) compare and contrast works of literature that express a universal theme</p> <p>(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions</p> <p>(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time</p>							
Understandings				Essential Questions			
<ul style="list-style-type: none"> Imagination is the outreaching of the mind. Democratic governments must balance the rights of individuals with the common good. Love is many things to many people. 				<ul style="list-style-type: none"> Am I a Romantic or a Realist? How do I find beauty? How are we responsible to and for living and non-living things? 			
Knowledge				Skills			
<ul style="list-style-type: none"> The historical and social forces that shaped the period 				<ul style="list-style-type: none"> Analyze poetry. Determine main idea. Draw conclusions. Make inferences. Summarize. Paraphrase. 			
Assessment				Vocabulary / Literary Terms			
<ul style="list-style-type: none"> Classroom presentations Quizzes, tests Visual – poster, diorama, artistic rendition of specific poem Webpage on specific Romantic poet 				<ul style="list-style-type: none"> Elegy, gothic, Byronic hero, lyric, ode, oxymoron, theme, tone 			
Strategies		Resources			Extensions		
<ul style="list-style-type: none"> Utilize TP-CASTT method of poetry analysis. Examine paintings that contain elements of Romanticism. 		<ul style="list-style-type: none"> Internet GLENCOE: Poetry: 508, 510, 512, 533, 616, 684, 693, 697, 710, 713, 714, 716, 717, 718, 734, 737, 738, 740, 753, 758, 796, 799, 804, 809, 813, 820, 824, 826, 832, 836, 838 			Introductory: <ul style="list-style-type: none"> Research and report on various Romantic poets. Enrichment: <ul style="list-style-type: none"> Write an elegy or ode about a popular contemporary passage. Read a gothic novel (classic or contemporary) and do a book talk for the class. Create scrapbook/booklet of additional Romantic poetry. 		

Third Nine Weeks	Fourth Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
		Course Title	English IV				
		Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme		Novel Study				Timeframe	2 weeks
TEKS Focus <i>Include appropriate previously taught TEKS.</i>							
<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p>(D) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction</p> <p>(E) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters</p> <p>(F) compare and contrast the effects of different forms of narration across various genres of fiction and demonstrate familiarity with works of fiction by British authors from each major literary period.</p>							
Research and Relevance (The following titles are suggestions. Teachers may extend the list as appropriate)							
Agricultural Sciences – <i>A Thousand Acres, The Perfect Storm, Cannery Row</i>							
Business – <i>Seabiscuit, The Jungle</i>							
Communications – <i>The Secret Life of Bees, The Accidental Tourist</i>							
Engineering – <i>The Fountainhead</i>							
Fine Arts – <i>The Crystal Cave, Mists of Avalon, Wicked, Memoirs of a Geisha</i>							
Health Sciences – <i>Band of Brothers, The Girl Who Loved Tom Gordon, The Things They Carried, The Pilot's Wife</i>							
Law – <i>And Then There Were None, The Bourne Identity, The Bourne Supremacy, The Killer Angels</i>							
Medical Sciences – <i>All Creatures Great and Small, Phantoms, Coma</i>							
Public/Social/Human Service – <i>Angela's Ashes, East of Eden, Ordinary People, House of Mirth, Where the Heart Is, Light on Snow, Angels and Demons, The Handmaid's Tale</i>							
Technology – <i>Ender's Game, Jurassic Park, The DaVinci Code</i>							
Understandings				Essential Questions			
<ul style="list-style-type: none"> Imagination is the outreaching of the mind. Democratic governments must balance the rights of individuals with the common good. Love is many things to many people. 				<ul style="list-style-type: none"> What life lessons can I learn from literature? How do I find beauty? How am I responsible to and for living and non-living things? 			
Assessment				Skills			
<ul style="list-style-type: none"> Classroom presentations Quizzes, tests Visual – poster, diorama, artistic rendition of specific scene Webpage on specific novel or author 				<ul style="list-style-type: none"> Analyze novel Determine main idea Draw conclusions Make inferences Summarize Paraphrase 			
Knowledge				Strategies			
The historical and social forces that shaped the period				<ul style="list-style-type: none"> Literature Circles Film versions of novel (compare/contrast) 			
Extensions				Resources			
<p>Introductory:</p> <ul style="list-style-type: none"> Research and report on various novels and/or authors. <p>Enrichment:</p> <ul style="list-style-type: none"> Write an alternative ending to your novel. Do a book talk for the class. Create scrapbook for one of the characters in your novel 				<ul style="list-style-type: none"> Internet Novel List Glencoe: p. 873, 922, 939, 976, 993, 1187 			

Fourth Nine Weeks		Department	English Language Arts			PEIMS Code	03220400
		Course Title	English IV				
		Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	The Paradox of Progress: The Victorians				Timeframe	2 weeks	
TEKS Focus							
<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes</p> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) compare and contrast works of literature that express a universal theme</p> <p>(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play or film versions</p> <p>(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time</p>							
Research and Relevance							
<p>Agricultural Sciences – Irish Potato Famine Business – Industrial Revolution Communications – Periodical – Serials and Magazines (Dickens) Engineering – “Underground Transportation” Fine Arts – Pre-Raphaelite Brotherhood Health Sciences – Hygiene and filth Law – Reforms: Custody Act, etc. Medical Sciences – Women Physicians Public/Social/Human Service – Prison System Reform Technology – Inventions and discoveries</p>							
Understandings				Essential Questions			
<ul style="list-style-type: none"> Real progress lies within man himself in the cultivation of his best instincts and in the suppression of his worst. It is an individual’s responsibility to combat injustice. Service to one’s country is both fearful and awesome. 				<ul style="list-style-type: none"> What is the difference between a woman and a lady? A man and a gentleman? Is education a right or a privilege? What is the paradox of progress? How does a person deal with grief? 			
Knowledge				Skills			
<ul style="list-style-type: none"> The historical and social forces that shaped the era The development of English language as an international language 				<ul style="list-style-type: none"> Recognizing author’s purpose Making inferences Synthesizing Identifying conflicts 			
Assessment				Vocabulary / Literary Terms			
<ul style="list-style-type: none"> Quizzes, tests Create a Victorian period museum exhibit Essay (persuasive) 				<ul style="list-style-type: none"> Connotation, denotation, dramatic monologue 			
Strategies		Resources			Extensions		
<ul style="list-style-type: none"> Jigsawing Literature circles Socratic seminars Reading logs/journaling 		<ul style="list-style-type: none"> GLENCOE: Nonfiction: p. 871, 915, 965, 991, 995, 1009, 1031, 1051, 1099, 1108, 1213, 1274, 1299; Poetry: p. 875, 878, 884, 885, 888, 895, 899, 900, 906, 909, 911, 934, 949, 953, 957, 960, 961 Videos 			<p>Introductory:</p> <ul style="list-style-type: none"> Create learning activity packets. Utilize paired learning. Listen to recordings of selections <p>Enrichment:</p> <ul style="list-style-type: none"> Write a parody of “My Last Duchess.” 		

Fourth Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	The Paradox of Progress: The Twentieth Century				Timeframe	2 weeks
TEKS Focus						
<p>(1) (C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation)</p> <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion</p> <p>(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns</p> <p>(D) Synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence</p>						
Research and Relevance						
<p>Agricultural Sciences – Liberty Gardens, Hyde Park</p> <p>Business – Lloyds of London; Tourism</p> <p>Communications – BBC</p> <p>Engineering – ‘Dolly’</p> <p>Fine Arts – ‘British Invasion’; Andrew Lloyd Weber; Monty Python</p> <p>Health Sciences – Sigmund Freud; Soccer</p> <p>Law – Apartheid; IRA</p> <p>Medical Sciences – National Health Services</p> <p>Public/Social/Human Service – The Royal Family</p> <p>Technology – Inventors, inventions, and discoveries; ENIAC</p>						
Understandings				Essential Questions		
<ul style="list-style-type: none"> • Conflict and change are an unavoidable part of the human experience. • Conflict can be an agent for positive or negative change. • People really do view the world in fundamentally different ways. 				<ul style="list-style-type: none"> • Why do people living today feel such a sense of loss, confusion, and despair? • How do I cope with conflict in my life? • What cultural universals unite all people in a common bond of humanity? 		
Knowledge				Skills		
<ul style="list-style-type: none"> • The historical and social forces that shaped modern and contemporary British literature • Making inferences 				<ul style="list-style-type: none"> • Synthesizing • Analyzing • Evaluating • Summarizing • Challenging the text 		
Assessment				Vocabulary / Literary Terms		
<ul style="list-style-type: none"> • Small group lesson on specific decade • Peer evaluations • Quizzes, tests • Graphic organizers • Creative products 				<ul style="list-style-type: none"> • Personification • Epiphany 		
Strategies				Extensions		
<ul style="list-style-type: none"> • Classroom performances of short stories and poems • Jigsawing • PPT presentations • Reading logs/journaling 				<p>Introductory:</p> <ul style="list-style-type: none"> • Utilize learning stations. • Report on modern/contemporary authors from world literature. <p>Enrichment:</p> <ul style="list-style-type: none"> • Make a documentary. 		

Fourth Nine Weeks	Department	English Language Arts			PEIMS Code	03220400
	Course Title	English IV				
	Course Length	1 Year	Credit	State	Grade Level(s)	12
Unit/Theme	The Paradox of Progress: The Twentieth Century				Timeframe	2 weeks
Resources						
<ul style="list-style-type: none"> • Supplemental texts and materials • Library/Internet • Media literary notebooks • <u>Glencoe</u>: Drama: p. 1220; Short Story: p. 999, 1012, 1022, 1073, 1089, 1117, 1134, 1151, 1168, 1194, 1234, 1245, 1254, 1265, 1278; Poetry: p. 1043, 1047, 1056, 1058, 1061, 1062, 1067, 1127, 1130, 1142, 1146, 1183, 1185, 1190, 1207, 1211, 1216, 1228, 1261, 1288, 1316 						