**SUBJECT: English IV GRADE: 12 TIMELINE: Semester I**

**Theme/Big Ideas for this Unit**

*Everyone is a hero, from birth to death. Man is responsible in evoking heroic qualities in others.*

**Essential Questions for this Unit**

1. What makes a hero? (Unit 1)

2. Are we heroes? (Unit 1)

3. How do we make others into heroes? (Unit 1)

4. How do our attitudes toward the past and future shape our actions? (Unit 3)

5. What experiences define lasting character? (Unit 3)

6. How do our lives interface with others? (Unit 3)

| Standards | Content | Objectives/Goals | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **11-12.RL.1 & 11-12.RI.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.  **11-12.RL.2 & 11-12.RI.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.  **11-12.RL.4 & 11-12.RI.4:** Determine the meaning(s) of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.  **11-12.RL.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.  **11-12.RI.10 & 11-12.RL.10:** By the end of the year, proficiently and independently read and comprehend informational text and nonfiction [comprehend literature, including stories, dramas, and poetry] in a text complexity range determined by qualitative and quantitative measures appropriate to **grade 12**.  **11-12.W.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. 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. 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. c. 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. d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.  **11-12.W.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. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension. b. Develop 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. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic.  e. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  11-12.SL.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. a. 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. Work with peers to promote civil, democratic discussions and decision‐making, set clear goals and deadlines, and establish individual roles as needed. c. 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 and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  11-12.SL.4: Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.  11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.  11-12.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use hyphenation conventions. b. Use correct spelling. | **Unit 1:**  ~Launch Text ~Historical Resource  ~Beowulf  ~“To Lucasta, on Going the War,” ~“Song of the Mud”  ~“Dulce et Decorum Es,”  ~“How Did Patch Become an Unlikely WWI Hero?” ~“Accidental Hero”  ~“The New Psychology of Leadership” ~“Speech before her Troops” ~“Defending Nonviolent Resistance”  **Unit 2:**  ~Launch test ~Historical Perspective ~*Tragedy of Macbeth* | Students will be able to:  ~Read a variety of texts to gain the knowledge and insight needed to write about heroism.  ~Expand knowledge and use of academic and thematic vocabulary.  ~Write an argument that has a clear structure and that draws evidence from texts and background knowledge to support a claim.  ~Conduct research projects of various lengths to explore a topic and clarify meaning.  ~Correctly use syntactical devices to elaborate text and add interest to writing and presentations.  ~Collaborate with your team to build on the ideas of others, develop consensus, and communicate.  ~Integrate audio, visuals, and text in presentations. | ~NWEA  ~AZM2  ~MIWrite/PEG  ~Selection Tests  ~teacher-developed quizzes  ~responses  ~projects  ~vocabulary tests  ~teacher-observation  ~project-base learning  ~Formal & Informal Writing  ~Self-assessment using reflection & letters  ~Peer Editing  ~Exit Slips  ~ | ~ *My Perspectives: British & World Literature*  ~Small group & large group learning ~timed-readings  ~Repeated readings  ~Deepening comprehension  ~spot & dot ~reading aloud,  ~silent reading ~annotations  ~Close readings  ~models (R9-R12)  ~sentence stems for discussions ~*Choice Words*  ~*Words Their Way*  ~Independent Learning copies  ~Reading Logs  ~Non-text visual support  ~Learning maps/graphic organizers  ~Speakers & notetaking  ~Thank you & Parent letters  ~Process writing  ~SAVVAS audio  ~  ~ | **Academic Vocabulary Unit 1:**  Purport  Credible  Assertion  Presume  Contradictory  Anglo-Saxon  Feudal  Lair  Stalked  Gorge  Gruesome  Writhing  Loathsome  Epic  Appositive  Diazeugma  Palette  Composition  Perspective  Panel  Angle  Lighting/color  Embrace  Adore  Honor  Impertinent  Putrid  Vile  **Academic Vocabulary Unit 3:**  Proficient  Justify  Diverse  Catalyst  Assertion  Reformation  Renaissance  Elizabethan  Puritans  Revolt  Captivity  Assault  Flout  Rebellious  Treasons  Allegiance  Stealthy  Equivocate  Sacrilegious  Counterfeit  Breach  Foully  Rancors  Incensed  Malice  Enrages  Malevolence  Pernicious  Laudable  Treacherous  Avaricious  Integrity  Sanctity  Perturbation  Agitation  Antidote  Pristine  Usurper |

**SUBJECT: English IV GRADE: 12 TIMELINE: Semester II**

**Essential Questions for this Unit**

1. How do our lives interface with others? (Unit 3)

2. How do our attitudes toward the past and future shape our actions? (Unit 3)

3. What experiences define lasting character? (Unit 3)

4. Why are both vision and disillusion necessary? (Unit 4)

5. How are dreams a source of disappointments? (Unit 4)

6. How do we define ourselves? (Unit 5)

7. What does it mean to call a place home?

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
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Use hyphenation conventions. b. Use correct spelling. | **Unit 3:**  ~Sonnet 12  ~Sonnet 60  ~Sonnet 73  ~Sonnet 32  ~Sonnet 75  **Unit 4:**  ~Launch Text  ~Historical Perspective  ~“To his Coy Mistress”  ~”To the Virgins to Make much of Time”  ~”Araby”  ~”The Explosion”  ~”Old Love”  **Unit 6:**  ~Launch Text  ~Historical Perspective  ~”Back to My Own Country: An Essay~”Shooting an Elephant”  ~  ~  ~  ~ | Students will be able to:  ~Read a variety of texts to gain the knowledge and insight needed to write about heroism.  ~Expand knowledge and use of academic and thematic vocabulary.  ~Write an argument that has a clear structure and that draws evidence from texts and background knowledge to support a claim.  ~Conduct research projects of various lengths to explore a topic and clarify meaning.  ~Correctly use syntactical devices to elaborate text and add interest to writing and presentations.  ~Collaborate with your team to build on the ideas of others, develop consensus, and communicate.  ~Integrate audio, visuals, and text in presentations. | ~NWEA  ~AZM2  ~MIWrite/PEG  ~Selection Tests  ~teacher-developed quizzes  ~responses  ~projects  ~vocabulary tests  ~teacher-observation  ~project-base learning  ~Formal & Informal Writing  ~Self-assessment using reflection & letters  ~Peer Editing  ~Exit Slips | ~ *My Perspectives: British & World Literature*  ~Small group & large group learning ~timed-readings  ~Repeated readings  ~Deepening comprehension  ~spot & dot ~reading aloud,  ~silent reading ~annotations  ~Close readings  ~models ~sentence stems for discussions ~*Choice Words*  ~*Words Their Way*  ~Independent Learning copies  ~Reading Logs  ~Non-text visual support  ~Learning maps/graphic organizers  ~Speakers & notetaking  ~Thank you & Parent letters  ~Process writing  ~SAVVAS audio  ~  ~ | ***Macbeth***:  Sound effects Editing  Pacing  Toil  Assay  Devise  Unit 3:  Monarchy  Parliament  Virtuous  Profanation  Laity  Dreadful  Delivery  Eternally  Metaphysical  Sport  Languish  Succeed  Prime  Season  Tedious  Chafed  Intolerable  Dimmed  Prismatic  Wavered  Assimilate  Entitlement  Upbringing  Myriad  Indigenous  Hybrid  Imperialism  Supplant  Despotic  Conventionalized  Resolute  Pretext |