

2022-23, ENGLISH IV, All Units

Unit 1: *Forging a Hero*

(August 08 – September 16)

Unit Essential Questions: What makes a hero?

- **Whole Class Learning:** Which counts more—taking a stand or winning?
- **Small-Group Learning:** What heroic traits does the traditional war hero exhibit?
- **Performance-Based Assessment (Argumentative Essay):** Which contributes more to heroism—sacrifice or success?

Power Standards

11-12.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

11-12.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

11-12.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.1.a Introduce precise claim(s).

11-12.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.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; consult references for guidance and apply an understanding of syntax to the study of complex texts.

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Unit 2: *Reflecting on Society*

(September 19 – November 03)

Unit Essential Questions: How do people come to have different views of society?

- **Whole Class Learning:** How does Chaucer find humor in the difference between the ideal and the real in the characters that populate *The Canterbury Tales*?
- **Small-Group Learning:** Which aspects of English society would you change? Which would you keep?
- **Performance-Based Assessment (Explanatory Essay):** What factors lead people to criticize their society rather than simply accept it?

Power Standards

11-12.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

11-12.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.

11-12.RI.CS.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.

11-12.RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

11-12.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

11-12.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

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Unit 3: *Facing the Future, Confronting the Past*

(November 04 – January 06)

Unit Essential Questions: How do our attitudes toward the past and future shape our actions?

- **Whole Class Learning:** In what ways does Macbeth attempt to control the future and to bury the past?
- **Small-Group Learning:** Should literature of the past be rewritten into present-day language for today's readers?
- **Performance-Based Assessment (Argumentative Essay):** What is the relationship of human beings to time?

Power Standards

11-12.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

11-12.W.TTP.2.c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

11-12.W.TTP.2.f Use precise language and domain-specific vocabulary to manage the complexity of the topic.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

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Unit 4: *Seeing Things New*

(January 09 – February 21)

Unit Essential Questions: Why are both vision and disillusion necessary?

- **Whole Class Learning:** Why are both vision and disillusion necessary?
- **Small-Group Learning:** _____’s world changed forever when...
- **Performance-Based Assessment (Reflective Narrative):** When can the way we look at things lead to growth—and when can it hold us back?

Power Standards

11-12.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

11-12.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically related, significant literary texts, considering how two or more texts treat similar themes or topics.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.2 Write informative/ explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

11-12.W.TTP.3.d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

11-12.W.TTP.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

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Unit 5: *Discovering the Self*

(February 22 – April 11)

Unit Essential Questions: How do we define ourselves?

- **Whole Class Learning:** How does the world around us contribute to our sense of self?
- **Small-Group Learning:** What does it mean to find or lose oneself?
- **Performance-Based Assessment (Personal Narrative):** What types of experiences allow us to discover who we really are?

Power Standards

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

11-12.RI.CS.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.

11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

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Unit 6: *Finding a Home*

(April 12 – May 25)

Unit Essential Questions: What does it mean to call a place home?

- **Whole Class Learning:** How did British colonialism complicate the idea of home?
- **Small-Group Learning:** What makes a place important enough to write about?
- **Performance-Based Assessment (Informative Essay):** In what ways is home both a place and a state of mind?

Power Standards

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.TTP.2.g Establish and maintain a formal style and objective tone.

11-12.W.TTP.3.g Establish and maintain an appropriate style and tone.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.