English IV

Unit: 1, Literacy Survey   **Time Frame: approximately 18 weeks**   **Teacher: Paddock**

Unit Summary and Rationale:
This unit will allow for an overview of the behaviors and activities that students can use to improve their literacy skills in the ELA classroom as well as outside of and beyond school. It will also expose the students to a wide range of literature and to the conventions and expectations of academic and nonacademic literature and informational reading and writing.

Essential Question:	**Learning Targets: (5-10; should be what summative assessments measure)**
What are the habits of highly literate people? **Sub-questions:** *Why do they read and how do they improve their reading skills? *Why do they write and how do they improve their writing skills? *What are the conventions of free verse poetry, narrative, informative/argumentative essay writing?	*Students will discover and implement behaviors that successful readers and writers enact in order to improve upon their reading and writing skills. *Students will identify the conventions of poetry, narratives, informative essays, and argumentative essays and will follow those conventions in writing for each genre. *Students will use their reading to improve upon their writing and their writing to improve upon their reading. *Students will identify their personal writing process and key components of that process. *Students will articulate, verbally and in writing, the writing decisions made in others' literature as well as their own.
Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.	

- •<mark>Students will demonstrate independence.</mark>
- • Students will value evidence.
- • <mark>Students will build strong content knowledge.</mark>
- • <mark>Students will respond to the varying demands of audience, task, and discipline.</mark>
- • <mark>Students will critique as well as comprehend.</mark>
- • <mark>Students will use technology and digital media strategically and capably.</mark>
- • Students will develop an understanding of other perspectives and cultures.

Unit Standards:

Reading	Writing	Speaking and Listening	Language
RL.11-12.1	**W.11-12.1.a-e**	**SL.11-12.1.a, c**	**L.11.12.1.a-b**
RL.11-12.2	**W.11-12.2.a-f**		**L.11-12.2.a-b**
RL.11-12.3	**W.11-12.3.a-e**		**L.11.12.3.a**
RL.11-12.4	**W.11-12.4**		
RL.11-12.5	**W.11-12.5**		
RL.11.12.10	W.11-12.6		
RI.11-12.1	W.11-12.7		
RI.11-12.2	W.11-12.8		
RI.11-12.3	W.11.12.10		
RI.11-12.4			
RI.11-12.5			
RI.11-12.10			

Assessments:

Formative Assessments	Summative Assessments
*Annotation of model texts *Quick Writes *Daily Writing *Mini Lesson discussions/participation *Rough Drafts *Conferences *Reflections on readings and lessons	*Analyze a model text from each genre of study, identifying how the author accomplishes the purpose of that text. *Publish 3-4 pieces of independent writing that obey the purpose and conventions of the particular genre. *Using specific references to model texts and/or your own writing, identify how the elements of the other genres of writing impact each genre we've studied (ie. how poetry impacts narrative, etc.). *Complete 3-4 Book Proofs that discuss and emphasize the purpose, goals, audience, etc. of the genre of the book. *Publish at least one piece of writing per genre of study and complete the assigned meta-writing for each piece.

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

Reading Tasks	Writing Tasks	Speaking & Listening Tasks	Language/Vocabulary Tasks
*Book lists *Identifying conventions of genres through annotation of model texts of poetry, narratives, and essays (information and argument) *Independent reading from "To Read List" *Annotation of complex texts *Peer reviews	*Analysis of Book Lists *Analyses of writing techniques in model texts(annotation/reading notes) *Book Proofs *Professional e-mails *Daily Writer's Notebook *Quick Writes *Personal reading goals: "To Read List" *Writing Workshop: Independent Projects *Meta-Writing about Independent Projects *Topic development *Elaboration *Voice (smiley-face tricks) *Peer Reviews/Responses	*Genre and Conventions presentation *One-on-one teacher and peer conferences *Peer reviews *Small-group discussions *Whole-class discussions *Vocabulary and Literary Device Presentations (one word/device in presentation per student)	*Literary Devices *Mini-lessons based on student writing *Vocabulary activities based on student need *Annotation of model texts *Punctuation mini-lessons

Texts:

Anchor Texts: Teacher- and student-chosen model texts in each of the four following genres of literature: poetry, narrative, informative, and argument, including but not limited to "Where I'm From" by George Ella Lyons, "Meeting and Passing" by Robert Frost, "The Red Wheelbarrow" by William Carlos Williams

Supporting Text(s) Selections:
*Student-generated models of each of four main genres

Informative Texts:
*"When to Show and When to Tell" from *True Stories: Guides for Writing from Your Life* by Rebecca Rule and Susan Wheeler
*"The Principles of Poor Writing" by Paul W. Merrill
*"Thinking Outside the Box of Bad Clichés" by Gregory Pence
*"How to Write Better Using Humor" by Leigh Anne Jasheway, from *Writer's Digest*
*"Style Is the Man" by Clive James, *The Atlantic*

Video Clip:
*"Fine Food and Film," behind-the-scenes feature with *Ratatouille* Director Brad Bird and Chef Thomas Keller

Websites:
clivejames.com
The New Yorker
New York Times
Chicago Tribune
The Atlantic
*local newspapers

Vocabulary:

Tier 2:	Tier 3:
Auspicious	*Genre
Lucrative	*Connotation/Denotation
Quintessential	*Elaboration
Narcissistic	*Figurative Language and other Literary Devices(metaphors,
Tantalize	similes, personification)
Equivocal	*Sensory Details
Vehement	*Voice
Fortuitous	*Style
Sardonic	

Loquacious Recapitulate Frivolous Assiduous Pandemonium Innocuous Erroneous	

Notes:

Unit 2: Anglo-Saxon England/Beowulf   **Time Frame: 9 weeks**   **Teacher: Paddock**

Unit Summary and Rationale:
Beowulf is one of the canonical pieces of British literature and a good entry point into literature of the 11-12 grade band because it has been translated into texts of varying degrees of difficulty. Furthermore, although it's thought to be the first piece of British literature written down, it is still a contemporary story in literature, film, and other methods of art. It gives a window into a culture very different from our own.

Essential Question:	**Learning Targets: (should be what summative assessment measures)**
How can we use literature to study a culture? How does Beowulf give us a window into Anglo-Saxon Culture? How does modern literature give us insight into our own cultures/times?	Students will identify the values of a society through seminal literature and documents.
Sub-Questions:	Students will use textual evidence to support a claim.
Students will develop sub-questions they need answered in order to understand the Anglo-Saxon culture.	Students will evaluate how literature can be used to study the culture from which it came.
For example: How were the Anglo-Saxons governed? What were the significant cultural values?	

Unit Connection College and Career Ready Descriptions: Select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.
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- Students will build strong content knowledge.
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- Students will use technology and digital media strategically and capably.
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Unit Standards:

Reading	Writing	Speaking and Listening	Language

Assessments:

Formative Assessments	Summative Assessments
Reading quizzes Anglo Saxon Culture Presentation Exercise and essay on using songs to study a culture	Book Talk/Presentation on using modern text to study a culture. Beowulf as a Window Essay How can a reader use a piece of literature to study a culture? Identify at least five different ways. Use textual evidence from *Beowulf*, the Anglo-Saxons elegies, and your independent reading choices in answering the questions, and include at least two bits of support per literary element.

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

Reading Tasks	Writing Tasks	Discussion Tasks	Language/Vocabulary Tasks
*background about Anglo-Saxon time period in textbook *reading of Beowulf in two parts *approaching conventions of folk epics and literary epics and elegies *Research for student-developed unit sub-question	*MLA Poetry citation rules *In class essay on author choices on structure of section *Analyze *Beowulf* to answer the question "How are the values of the culture expressed in the text?" OR "What is society's role in shaping popular literature?" *In pairs, imitate the literary elements and epic conventions found in *Beowulf* *Analyze an independently read book at 11-12 grade	*Presentation of info about Anglo-Saxon time period *Use textual evidence to analyze how *Beowulf* constitutes as an epic *small group and whole class discussions	Create kennings for nouns commons to a student-generated writing topic

	band text complexity level for what it shows about contextual American Society		

Texts:

Extended Text:
Beowulf in the textbook and excerpts from Burton Raffel's translation which has higher level of text complexity (close reading)

Supporting Text(s) Selections
*Anglo-Saxon Elegies (The Seafarer, The Wanderer, and The Wife's Lament)   *"History of the English Church and People"   *"The Anglo-Saxon Chronicle"

Vocabulary:

Academic Vocabulary:	Tier 3 (Content) Vocabulary:
reparation paganism	epic kenning caesura alliteration * assonance druid thane

Notes:

*The college application essay may need to be done prior to this unit, rather than as a part of it, depending on when the unit is done. If it is the first unit of the school year, that writing task can remain part of this unit. If it comes during 2nd quarter, the seniors will need to have completed it before this unit.

English

Unit 3: Medieval England   Time Frame: 9 weeks   Teacher: Paddock

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Unit Summary and Rationale: The Medieval Period is a significant time in England's history, as it brings about the complete unification of the country under William the Conqueror and it sees the beginning of the proliferation of British literature. *The Canterbury Tales*, this unit's anchor text, is also a canonical piece of Brit. lit. It's of a higher degree of text complexity than *Beowulf*, and it also allows for whole-class reading/discussion, group reading/discussion, and individual reading/analysis because of the way the piece was written (a long "Prologue" followed by several varying stories/pieces). Familiarity with it is appropriate for college-bound students, and reading it will extend students' understanding of the Medieval period.

Essential Question:	Learning Targets: (5-10; should be what summative assessments measure)
What types of literature give insight into cultures? How do changes in a culture affect literature? • What are the significant changes resulting from the Norman Conquest? • What are the significant changes in the Church?	Research and documentation MLA format/citation rules Identify literature as insight into culture Recognize and use characterization and narrative style Embed citations into sentences Argument: writing a thesis-driven paper with developed support

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Unit Standards:

Reading	Writing	Speaking and Listening	Language

Assessments:

Formative Assessments	Summative Assessments
*Reading notes/annotation of text *Q & A: students will bring in questions from reading for other students to answer *Reading quizzes	*Research paper about Medieval Time period *Contribute to the "Prologue" of *The Seneca Tales* with two-three character profiles (focusing on characterization) and to the collection of stories with one tale (focusing on narrative) *Discuss a major change that took place in England during the Medieval Period that seems to have had a major impact on British literature. *Discuss a major change that has taken place in our society during your lifetime and the projected effect it will have as you see it.

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

Reading Tasks	Writing Tasks	Speaking & Listening Tasks	Language/Vocabulary Tasks
*Informational texts about Medieval period to answer self-developed research question	*MLA Poetry Citation *In class timed essay embedding citations of characterization	*Pater Noster in Old English, Middle English, and Early Modern English" 9Youtube video)	*Medieval Vocab quiz
*Student-selected *Tale*	*Facebook page design for characterization/theme recognition	*Discussion on characters and two tales	
*Significant changes in American culture that resulted in changes in literature	*Analysis of themes and development of themes in "Prologue" (CCSS.RL.11-12.2)	*Listen to Middle English *Canterbury Tales* Prologue	
	*Analysis of *CT* characters in packet	*Watch (Schlessinger) Media's version of "Wife of Bath's Tale" then discuss how seeing/hearing the story affected their understanding/experience	
	*Characterization of character for *Modern Tales*		
	*Narrative Story for *Modern Tales*		

Texts:

Anchor Text: *The Canterbury Tales*, "Prologue," "The Wife of Bath's Tale," and "The Pardoner's Tale"

Supporting Text(s) Selections:

Students will individually read another story from *The Canterbury Tales* selecting from "The Prioress's (Nun's) Tale," "The Nun's Priest's Tale," "The Miller's Tale," "The Reeve's Tale," "The Knight's Tale," "The Sailor's Tale"

Vocabulary:

Academic Vocab:	Content Vocab:
apothecary	*Chaucerian vocab:
feudalism	allegory
hostelry	archetypal narrative
martyr	direct characterization
pilgrimage	estates satire
realism	frame story
social commentary	heroic couplet
sundry	indirect characterization
tithe	romance
vernacular	
wanton	

Notes:

English

Unit 4: The English Renaissance/Hamlet   **Time Frame: 9 weeks**
          Teacher: Paddock

Unit Summary and Rationale: The English Renaissance is the most prolific period of literature in England's history. Under Queen Elizabeth I, it was also the Golden Age of Theater, with Shakespeare being the most significant player in England's theatrical history. This unit's anchor text, *Hamlet*, is by far the most complex text studied in English IV. It provides a rich opportunity to work with understanding complex syntax and writing as well as characters, themes, and plotlines.

Essential Question:	**Learning Targets:** **(5-10; should be what summative assessments measure)**
How does literature [How do changes in literature] affect culture? How did *Hamlet* affect culture?	Write a researched essay with proper components: outline before and works cited document Explicate complex verse/syntax (sonnets, passages from *Hamlet*) Recognize themes, character development, and symbols within a piece of literature Participate in online discussion boards effectively (answering a posed prompt, and propelling conversation forward with critical discussion questions.

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Unit Standards:

Reading	Writing	Speaking and Listening	Language

Assessments:

Formative Assessments	Summative Assessments
reading quizzes discussion boards	Themes essay Hamlet analysis chart Artistic character representation

Learning Tasks: Teachers list the various tasks students will engage in throughout the unit:

Reading Tasks	Writing Tasks	Speaking & Listening Tasks	Language/Vocabulary Tasks
*Shakespearean biography *Historical background of Renaissance *Background on *Hamlet* *Hamlet*	*Explication of soliloquy *Explication of sonnet *Response poetry *Discussion board: responding to questions with citations and creating own critical questions *Research writing on chosen topic from Renaissance *Themes essay *Character analysis of Hamlet	*Presentation of art project *Presentation on Spenser or Sidney *Reading aloud *Hamlet* in class	*Shakespearean vocab

Texts:

Anchor Text: *Hamlet*

Supporting Text(s) Selections: Shakespearean sonnets Spenser and Sidney poetry selections (sonnets)

Vocabulary:

Tier 2/Tier 3 (some Shakespearean/applicable to Hamlet) Dirge Mirth Pith Pious Impious Retrograde Visage Countenance Requite	Tier 3:

Beguile	
Sepulcher	
Entreaty	
Pestilent	
Rogue	
Brevity	
Discord	
Dismay	
Scruple	
Superfluous	
Pate	
Abate	
Commend	
Germane	
Diligence	

Notes: