

SUBJECT AREA: Language Arts

COURSE / GRADE LEVEL: English IV Grade 12

School with rotator schedule

| MONTH | ESSENTIAL QUESTION(S) | STRAND / CONTENT | SKILLS | RESOURCES | ASSESSMENTS |
|----------------------|--|--|---|--|--|
| August/ September | What characteristics do classical and modern day heroes have in common? For what causes do people risk their lives? | Literature and Viewing Historical Background: The Anglo-Saxon and Medieval Periods from <u>Beowulf</u> by the Beowulf | * denotes FCAT Reading subtest LA.A.1.4.1—prereading strategies *LA.A.1.4.2—vocabulary strategies | Textbook— <u>The Language of Literature</u> Textbook— <u>Writer’s Inc.</u> McDougal Littell’s Performance Video | Diagnostic essay Personal narration Letter of request for recommendation Cover letter |
| | | Poet, translated by Burton Raffel “Grendel” “Beowulf” “The Battle with Grendel” Performance Video “Grendel’s Mother” “The Battle with Grendel’s Mother” “Beowulf’s Last Battle” “The Death of Beowulf” “Mourning Beowulf” from the <u>Iliad</u> by Homer, translated by Robert Fitzgerald “Ulysses” by Alfred, Lord Tennyson from the <u>Exeter Book</u> by Anonymous “The Seafarer” translated by Burton Raffel “The Wanderer” translated by Burton Raffel Relevant literary terms Writing 6 Traits Focus: Ideas, Organization, Conventions Diagnostic essay Personal narration Letter of request for | LA.A.1.4.4—response strategies LA.B.1.4.1—prewriting strategies LA.B.1.4.2—drafting and revising LA.B.1.4.3—edited final documents LA.B.2.4.2—organizing information LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes LA.C.1.4.3—strategies for informal and formal discussions LA.C.3.4.2—variety of speaking strategies to clarify and reflect LA.D.1.4.1—language and literature transmit culture LA.D.2.4.1—reactions, perceptions and beliefs of communities are shaped by language LA.D.2.4.2—subtleties of literary devices LA.E.1.4.2—certain works considered classics LA.E.1.4.5—cultural and historical periods’ stylistic, thematic, and technical qualities | McDougal Littell’s Netactivities McDougal Littell’s Audio Library Supplemental reading: <u>All Quiet on the Western Front</u> by Erich Remarque <u>Grendel</u> by John Gardner <u>The Things They Carried</u> by Tim O’Brien Supplemental adolescent reading: <u>The Broken Blade</u> by William Durbin <u>Great Heroes of Mythology</u> by Petra Press <u>Higher Education: A Jupiter Novel</u> by Charles Sheffield and Jerry Pournelle <u>Take It Easy</u> by David Hill <u>Weirdo’s War</u> by Michael Coleman | Résumé Web page Other teacher-selected assessments |

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| October/ November/ | <p>What was the medieval notion of chivalry and how is chivalry defined today?</p> <p>How important is power/control in healthy personal relationships?</p> | <p>recommendation Cover letter Résumé Web page</p> <p>Literature and Viewing Author study: Geoffrey Chaucer Netactivities “The Life and Times of Chaucer” by John Gardner from <u>The Canterbury Tales</u> by Geoffrey Chaucer, translated by Nevill Coghill from “The Prologue” from “The Pardoner’s Tale Performance Video from “The Wife of Bath’s Tale” “Barbara Allan” by an unknown author “Sir Patrick Spens” by an unknown author “Get Up and Bar the Door” by an unknown author from <u>Sir Gawain and the Green Knight</u> by the Gawain Poet, translated by John Gardner from <u>Le Morte d’Arthur</u> by Sir Thomas Malory, retold by Keith Baines Selected scenes from pertinent feature films (such as <u>Camelot</u>, <u>First Knight</u>, <u>The Treasure of Sierra Madre</u>, <u>Thomas á Becket</u>, <u>The Canterbury Tales</u>) from the <u>Ramayana</u> by Valmiki,</p> | <p>LA.A.1.4.1—prereading strategies *LA.A.1.4.2—vocabulary strategies LA.A.1.4.4—response strategies *LA.A.2.4.4—gathering, analyzing, and evaluating written information *LA.A.2.4.6—study and research skills *LA.A.2.4.7—validity and reliability of primary sources *LA.A.2.4.8—synthesis of information from multiple sources LA.B.1.4.1—prewriting strategies LA.B.1.4.2—drafting and revising LA.B.1.4.3—edited final documents LA.B.2.4.2—organizing information LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes LA.B.2.4.4—variety of electronic media LA.C.1.4.3—strategies for informal and formal discussions</p> | <p>Textbook.—<u>The Language of Literature</u> Textbook—<u>Writer’s Inc.</u> McDougal Littell’s Performance Video McDougal Littell’s Netactivities McDougal Littell’s Audio Library Internet Library materials Selected scenes from pertinent feature films (such as <u>Camelot</u>, <u>First Knight</u>, <u>The Treasure of Sierra Madre</u>, <u>Thomas á Becket</u>, <u>The Canterbury Tales</u> Supplemental adolescent reading: <u>Camelot</u> by Nancy Springer <u>The Cure</u> by Sonia Levitin <u>I Am Mordred: A Tale from Camelot</u> by Nancy Springer <u>Meg: A Novel of Deep Terror</u> by Steve Alten <u>Night of the Chupacabras</u> by Marie Lee <u>What You Never Knew about</u></p> | <p>Documented project/report/paper Comparison and contrast paper Other teacher-selected assessments.</p> |

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| | | <p>translated by R. K. Narayan Relevant literary terms Research and Speech Research project and classroom presentations on topics such as these: Norman Conquest, William the Conqueror, Domesday Book, Knights Templar, Thomas á Becket, Magna Carta, Inquisition, Paper, King Arthur, Merlin, Knights of the Roundtable, Thomas Aquinas, Crusades, Black Death, Peasants' Revolt, Robin Hood, and other related topics of students' and the teacher's choosing</p> <p>Writing 6 Traits Focus: Word choice, Conventions Documented project/report/paper Comparison and contrast paper Test preparation SAT and ACT practice FCAT practice as needed</p> | <p>LA.C.3.4.1—volume, stress, pacing, enunciation, eye contact, and gestures LA.C.3.4.2—variety of speaking strategies to clarify and reflect LA.C.3.4.3—details, illustrations, analogies, and visual aides in oral presentations LA.C.3.4.4—oral communication skills LA.D.1.4.1—language and literature transmit culture LA.D.1.4.2—appropriate language adjustments LA.D.2.4.1—reactions, perceptions and beliefs of communities are shaped by language LA.D.2.4.2—subtleties of literary devices LA.D.2.4.3—effectiveness of production elements LA.D.2.4.4—presentations with multimedia and technology LA.E.1.4.1—characteristics of literary forms LA.E.1.4.2—certain works considered classics LA.E.1.4.5—cultural and historical periods' stylistic, thematic, and technical qualities LA.E.2.4.2—relationships</p> | <p><u>Fingers, Forks, and Chopsticks</u> by Patricia Lauber</p> | |

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| | | | among elements of literature LA.E.2.4.5—relationships among style, form and impact LA.E.2.4.7—examining literature from several critical perspectives LA.E.2.4.8—different responses based on background knowledge, purpose and point of view | | |
| December/ January/ | What are significant inventions/contributions from the Renaissance and how do they impact our lives? What seems to have been the role of the Renaissance woman in the home, in interpersonal relationships, and in society? How have the roles of women changed? | Literature and Viewing “On Monsieur’s Departure” by Elizabeth I “The Passionate Shepherd to His Love” by Christopher Marlowe “The Nymph’s Reply to the Shepherd” by Sir Walter Raleigh Selected sonnets by Edmund Spenser, William Shakespeare, and Francesco Petrarch Author study: William Shakespeare “Life and Times” [Shakespeare] Netactivities “The English Renaissance Theater” “The Rebirth of the Globe” <u>Macbeth</u> by William Shakespeare Selected scenes from feature films: <u>Macbeth</u> , <u>Six Wives of Henry VIII</u> , <u>A Man for All Seasons</u> from among these selections: <u>King James Bible</u> selections | LA.A.1.4.4—response strategies *LA.A.2.2.7—comparison/contrast *LA.A.2.4.1—main idea, details, methods of development and their effectiveness *LA.A.2.4.2—effects of author’s purpose and point of view *LA.A.2.4.4—gathering, analyzing, and evaluating written information LA.B.1.4.1—prewriting strategies LA.B.1.4.2—drafting and revising LA.B.1.4.3—edited final documents LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes LA.D.1.4.1—language and literature transmit culture LA.D.2.4.1—reactions, perceptions and beliefs of communities are shaped by language LA.D.2.4.2—subtleties of literary | Textbook— <u>The Language of Literature</u> Textbook— <u>Writer’s Inc.</u> McDougal Littell’s Performance Video McDougal Littell’s Netactivities McDougal Littell’s Audio Library Feature films: <u>Macbeth</u> , <u>Six Wives of Henry VIII</u> , <u>A Man for All Seasons</u> Suggested adolescent reading: <u>Bard of Avon: The Story of William Shakespeare</u> by Diane Stanley and Peter Vennema <u>Dirty Laundry: Stories about Family Secrets</u> by Lisa Fraustino, ed. <u>King of Shadows</u> by Susan Cooper | Email Memo Literary analysis Skit/Dramatic scene Other teacher-selected assessments |

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| | | <p>from <u>Paradise Lost</u> by John Milton</p> <p>“Sonnet 10” by John Donne</p> <p>Relevant literary terms</p> <p>Mini-Renaissance Fair</p> <p>Writing</p> <p>6 Traits Focus: Fluency, Word choice</p> <p>Email</p> <p>Memo</p> <p>Literary analysis</p> <p>Skit/Dramatic scene</p> <p>Test preparation</p> <p>SAT and ACT practice</p> <p>FCAT practice as needed</p> | <p>devices</p> <p>LA.E.1.4.1—characteristics of literary forms</p> <p>LA.E.1.4.2—certain works considered classics</p> <p>*LA.E.2.4.1—effectiveness of literary elements</p> <p>LA.E.2.4.2—relationships among elements of literature</p> <p>LA.E.2.4.3—poetry analysis</p> <p>LA.E.2.4.4—images and sounds to elicit emotions</p> <p>LA.E.2.4.5—relationships among style, form and impact</p> <p>LA.E.2.4.6—personal response/ connection to literature</p> | <p><u>Macbeth</u> by William Shakespeare. Retold by Bruce Coville</p> <p><u>Rembrandt’s Eyes</u> by Simon Schama</p> <p><u>The Shakespeare Stealer</u> by Gary Blackwood</p> | |
| February/ March | <p>What trends came with the Age of Enlightenment and how are any of these in evidence in our society today?</p> <p>What characteristics of the Romantic Period were evident in the literature and how are they still seen in our forms of entertainment today?</p> <p>Though our society is seldom likened to the Victorian Period, how are similar attitudes seen today?</p> | <p>Literature and Viewing</p> <p>Author study: Jonathan Swift</p> <p>“Life and Times”</p> <p>“The Author’s Style”</p> <p>Netactivities from among these selections:</p> <p><u>Gulliver’s Travels</u> by Jonathan Swift</p> <p>“Letter from Richard Sympson” by Jonathan Swift</p> <p>“A Modest Proposal” by Jonathan Swift</p> <p>Selections from among these Romantic Period poets:</p> <p>William Blake</p> <p>William Wordsworth</p> <p>Samuel Taylor Coleridge</p> <p>George Gordon, Lord Byron</p> | <p>LA.A.1.4.1—prereading strategies</p> <p>*LA.A.1.4.2—vocabulary strategies</p> <p>LA.A.1.4.4—response strategies</p> <p>*LA.A.2.2.7—comparison/contrast</p> <p>*LA.A.2.4.1—main idea, details, methods of development and their effectiveness</p> <p>*LA.A.2.4.2—effects of author’s purpose and point of view</p> <p>LA.B.1.4.1—prewriting strategies</p> <p>LA.B.1.4.2—drafting and revising</p> <p>LA.B.1.4.3—edited final documents</p> <p>LA.D.1.4.1—language and literature transmit culture</p> <p>*LA.E.2.2.1—cause/effect</p> <p>LA.E.2.4.3—poetry analysis</p> | <p>Textbook—<u>The Language of Literature</u></p> <p>Textbook—<u>Writer’s Inc.</u></p> <p>McDougal Littell’s Performance Video</p> <p>McDougal Littell’s Netactivities</p> <p>McDougal Littell’s Audio Library</p> <p>Selected scenes from among these videos:</p> <p><u>Gulliver’s Travels</u></p> <p><u>Robinson Crusoe</u></p> <p><u>Frankenstein</u></p> <p><u>Of Human Bondage</u></p> <p><u>Pride and Prejudice</u></p> | <p>Poetry Proposal</p> <p>Classification paper</p> <p>Other teacher-selected assessments</p> |

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| | | <p>Percy Bysshe Shelley Heinrich Heine John Keats selections from among these Victorian Period writers: Alfred, Lord Tennyson Robert Browning Elizabeth Barrett Browning Charlotte Bronte Rudyard Kipling Matthew Arnold Gerald Manley Hopkins Thomas Hardy E. Houseman Rabindranath Tagore Relevant literary terms Writing 6 Traits Focus: Voice, Conventions Poetry Proposal Classification paper Test preparation SAT and ACT practice FCAT practice as needed</p> | <p>LA.E.2.4.4—images and sounds to elicit emotions LA.E.2.4.5—relationships among style, form and impact LA.E.2.4.6—personal response/ connection to literature LA.E.2.4.8—different responses based on background knowledge, purpose and point of view</p> | <p>Supplemental adolescent readings: <u>At Her Majesty's Request: An African Princess in Victorian England</u> by Albert Marrin <u>Nellie's Quest</u> by Connie Crook <u>Saratoga Secret</u> by Betsy Serman <u>When Plague Strikes: The Black Death, Smallpox, AIDS</u> by James Giblin</p> | |
| April/May | <p>After the breakdown of the Victorian social structure, what were the new conceptions of reality with which the modern, alienated society had to cope? What were the devastating effects of the two world wars on people and society? How does contemporary literature reflect the growing</p> | <p>Literature and Viewing Emerging Modernism Period "Historical Background" "Development of the English Language" "Literary History" from among these selections: "The Second Coming" by William Butler Yeats "The Rocking-Horse Winner"</p> | <p>LA.A.1.4.1—prereading strategies *LA.A.1.4.2—vocabulary strategies LA.A.1.4.3—refining vocabulary LA.A.1.4.4—response strategies *LA.A.2.2.7—comparison/contrast *LA.A.2.4.1—main idea, details, methods of development and their effectiveness *LA.A.2.4.2—effects of author's</p> | <p>Textbook—<u>The Language of Literature</u> Textbook—<u>Writer's Inc.</u> McDougal Littell's Performance Video McDougal Littell's Netactivities McDougal Littell's Audio Library</p> | <p>Cause and effect paper Literary analysis Other teacher-selected assessments</p> |

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| | <p>diversity of life in Great Britain and the British Commonwealth?</p> | <p>by D. H. Lawrence Performance video “Araby” by James Joyce “The Duchess and the Jeweller” by Virginia Woolf from “Virginia Woolf” by E. M. Forster “The Unknown Citizen” by W. H. Auden “Do Not Go Gentle into That Good Night” by Dylan Thomas “An Irish Airman Foresees His Death” by William Butler Yeats from “The Speeches, May 19, 1940” by Winston Churchill from <u>Night</u> by Elie Wiesel “Words and Behavior” by Aldous Huxley “A Hanging” by George Orwell Contemporary Period “A Sunrise on the Veld” by Doris Lessing “The Moment” by Margaret Atwood <u>That’s All</u> by Harold Pinter “Civil Peace” by Chinua Achebe “Six Feet of the Country” by Nadine Gordimer from “Writing as an Act of Hope” by Isabel Allende</p> | <p>purpose and point of view LA.A.2.4.3—personal preferences in fiction and nonfiction *LA.A.2.4.5—devices of persuasion LA.B.1.4.1—prewriting strategies LA.B.1.4.2—drafting and revising LA.B.1.4.3—edited final documents LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes LA.C.3.4.5—sustained argument with support LA.D.1.4.2—appropriate language adjustments LA.D.1.4.3—differences among dialects *LA.E.2.2.1—cause/effect *LA.E.2.4.1—effectiveness of literary elements LA.E.2.4.2—relationships among elements of literature LA.E.2.4.3—poetry analysis LA.E.2.4.4—images and sounds to elicit emotions LA.E.2.4.6—personal response/ connection to literature LA.E.2.4.7—examining literature from several critical perspectives LA.E.2.4.8—different responses based on background knowledge, purpose and point of view</p> | <p>Supplemental adolescent reading: <u>The Boys from St. Petri</u> by Bjarne Reuter <u>Caught in the Crossfire: Growing Up in a War Zone</u> by Maria Ousseimi <u>The Hunted</u> by Peter Carter <u>No Pretty Pictures: A Child of War</u> by Anita Lobel <u>World War II: A Photographic History</u> by David Boyle</p> | |

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|--------------|------------------------------|---|---------------|------------------|--------------------|
| | | Relevant literary terms Debate Writing 6 Traits Focus: Ideas, Voice, Word choice Cause and effect paper Literary Analysis Test preparation SAT and ACT practice FCAT practice as needed | | | |