

ENGLISH IV HONORS

Course# 0043

5 Credits

2017 Revision

I. Course Description

English IV Honors is designed to expose students to understanding the evolution of great works of literature that have impacted upon and have been major reference points in the literary world. The course offers, as a foundation, the study of ancient World literature and runs the gamut from a historical perspective to Shakespeare and beyond. Extensive reading and writing assignments focusing on critical analysis of the various genres as well as visual and oral presentations are required. The main goal of this curriculum is to develop students' understanding of the influences upon, and varied expression of literary themes and characters through the study of representative works of literature from various cultures. Through reading, writing, and projects, students will engage themselves with classic and modern literature in a variety of genres, including prose fiction, poetry, drama and essays. The students will increase their ability to read critically and to write competently about literature. They will engage in interdisciplinary projects, incorporating technology that relates to the year's thematic and literary studies.

II. PCTI Curriculum Unit Planner

Content Area:	English IV – Honors	Grade	12
Unit Plan Title:	Unit 1 – Ancient/Classic Literature: The Exploration of the Human-Condition Pre-destination, Choices and Faith		
NJSLS Standard(s) Addressed			
<p><u>RL.11-12.1</u> 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.</p> <p><u>RL.11-12.2</u> 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.</p> <p><u>RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed.).</p> <p><u>RL.11-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><u>RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><u>RL.11-12.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>RL.11-12.7</u> 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. (e.g. Shakespeare as well as other authors.)</p>			

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<p><u>RL.11-12.9</u> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth,- nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><u>RL.11-12.10</u> By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature,including stories, , dramas, and poems, at grade level or above.</p> <p><u>RI.11-12.4</u> 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.</p> <p><u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><u>RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><u>RI.11-12.10</u> By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p><u>W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.</p> <p>C. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><u>W.11-12.2</u> 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</p> <p>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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to</p>			

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Unit Plan Title:	Unit 1 – Ancient/Classic Literature: The Exploration of the Human-Condition Pre-destination, Choices and Faith		

the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

L.11-12.3 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.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), 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.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions (3-5)

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Unit Plan Title:	Unit 1 – Ancient/Classic Literature: The Exploration of the Human-Condition Pre-destination, Choices and Faith		
<ul style="list-style-type: none"> • What are the philosophical natures of fate and free will as reflected in Classic literature? • What cultural, social, and historical values are shaped by and embodied in Classic literature? • What are the critical trends in literary thinking? • What can we learn from early human society that helps us understand events/issues of today? • How are themes from Classic Literature reflected in art, music and theatre across time? 			
Anchor Text			
<p>Norton’s Anthology to English Literature <i>Oedipus Rex</i>, Sophocles <i>Medea</i>, Euripides INDEPENDENT READING (One Selection chosen from an approved list)</p>			
Informational Texts (3-5)			
<p>The Making of a Poem: A Norton Anthology of Poetic Forms, Eavan Boland How to Read Like a College Professor, Thomas C. Foster Literature and Composition – Essays, Fiction, Poetry and Drama, 5th Edition. Sylvan Barnet, et.al The Oxford Guide to Writing, Thomas S. Kane College Essay Supplements and Samples The Elements of Style, Strunk and White</p>			
Short Texts (1-3)			
<p><i>Poetics</i>, Aristotle <i>The Theogony</i> by Hesiod (8th-7th century BC) <i>The Iliad and The Odyssey (excerpt)</i>, Homer <i>The Bible (excerpts)</i> <i>Major Greek Myths</i> <i>The Apology</i>, Plato <i>What is an Oedipal Complex?</i> Kendra Cherry <i>The Real Oedipal Complex; Why Oedipus Rex Still Matters</i>, Jeffrey B. Rubin, Ph.D <i>Jocasta</i>, Ruth Eisenberg <i>Letter from a Birmingham Jail</i>, Martin Luther King (<i>College Essay – Establishing Personal Credibility and Style</i>)</p>			
Suggested Writing Assessments			
Open ended writing responses , journal writing, creative writing process – College Essay, and expository essays			

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<p>TPCASTT Poetry Analysis Essays Summation of Summer Reading Assignments MLA essays and short literary analysis papers Quarterly Independent Reading Review (Memoir, Fiction, Biography) Written and Presentation</p>			
Resources (websites, Blackboard, documents, etc.)			
<p><i>Analysis, Argument and Synthesis, Brassil, Coker and Glover (Literary Analysis practice excerpts)</i> http://www.collegeboard.org www.online-literature.com/forums, www.k-state.edu/english, www.corestandards.org, <i>Purdue OWL - Purdue Online Writing Lab - Purdue University - https://owl.english.purdue.edu/owl/,</i> <i>Internet, Web Quests, Chromebooks, Google Classroom, SMART Boards, video streaming and podcasts</i> <i>NY Times Magazine – Sunday Edition (various authors)</i> Sadlier Vocabulary Workshop – Level H, Jerome Shostak</p>			
Suggested Time Frame:	9 Weeks		

Content Area:	English IV – Honors	Grade	12
Unit Plan Title:	Unit 2 – Social Conscientiousness, Morality and Corruption Early British: Anglo Saxon and Medieval/Renaissance		

NJSLS Standard(s) Addressed

RL.11-12.1 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.

RL.11-12.2 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.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g.,Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7 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. (e.g., Shakespeare and other authors.) .

RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

RI.11-12.4 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

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above

W.11-12.1 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 avoiding common logical fallacies and using sound reasoning 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 transitions (e.g. words, phrases, clauses) 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.

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- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 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 techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- L.11-12.3 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.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), 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

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additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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Unit Plan Title:	Unit 2 – Social Conscientiousness, Morality and Corruption Early British: Anglo Saxon and Medieval/Renaissance		
	<ul style="list-style-type: none"> • How is our understanding of culture and society constructed through and by language? • How do elements of language and structure affect and create meaning? • How can the evolution of the English language be traced and identified in literary works? • What is the archetypal progression from a hero in Anglo-Saxon Text to a tragic figure in Renaissance drama? 		
Anchor Text			
<p>Norton’s Anthology to English Literature <i>Beowulf</i>, Translation by Shamus Heaney <i>Grendel (excerpts)</i>, John Gardner <i>The Canterbury Tales</i>, Geoffrey Chaucer</p>			
Informational Texts (3-5)			
<p>The Making of a Poem: A Norton Anthology of Poetic Forms, Eavan Boland How to Read Like a College Professor, Thomas C. Foster Literature and Composition – Essays, Fiction, Poetry and Drama, 5th Edition. Sylvan Barnet, et.al The Oxford Guide to Writing, Thomas S. Kane The Elements of Style, Strunk and White</p>			
Short Texts (1-3)			
<p>Hamlet and His Problems, T.S. Eliot Out, Out, Robert Frost They All Want to Play Hamlet, Carl Sandburg Various poems (early Anglo-Saxon/Old English) The New York Times Magazine (Sunday Edition), Various Authors</p>			
Suggested Writing Activities			
<p>Open ended writing responses (MLA format), journal writing, creative writing process, persuasive, and expository essays Mimic/Imitation Poems TPCASTT Poetry Analysis Essays MLA Research paper and/or Literary Response paper Quarterly Independent Reading Review (Memoir, Fiction, Biography) Written and Presentation</p>			

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Resources (websites, Blackboard, documents, etc.)			
<p><i>Analysis, Argument and Synthesis, Brassil, Coker and Glover (Literary Analysis practice excerpts),</i> www.collegeboard.org www.online-literature.com/forums, www.k-state.edu/english, www corestandards.org, Purdue OWL - Purdue Online Writing Lab - Purdue University – https://owl.english.purdue.edu/owl, Internet, Web Quests, Chromebooks, Google Classroom, SMART Boards, video streaming and podcasts Shakespeare on-line resource - http://www.shakespeare-online.com/ NY Times Magazine – Sunday Edition (various authors) Sadlier Vocabulary Workshop – Level H, Jerome Shostak</p>			
Suggested Time Frame:	9 Weeks		

Unit Plan Title:	Unit 3 – Humanism and Renaissance Literature Modern Prose and Poetry
NJSLS Standard(s) Addressed	
<p><u>RL.11-12.1</u> 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.</p> <p><u>RL.11-12.2</u> 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.</p> <p><u>RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p><u>RL.11-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><u>RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><u>RL.11-12.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>RL.11-12.7</u> 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. (e.g., Shakespeare and other authors)</p>	

Unit Plan**Unit 3 – Humanism and Renaissance Literature****Title:****Modern Prose and Poetry**

RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

RI.11-12.4 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

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

W.11-12.1 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 avoiding common logical fallacies and using sound reasoning 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 transitions (e.g. words, phrases, clauses) 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 audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 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 techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Unit Plan**Unit 3 – Humanism and Renaissance Literature****Title:****Modern Prose and Poetry**

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.11-12.3 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.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), 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.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Essential Questions (3-5)

- **How did Humanism influence the development of the Renaissance?**
- **How do renaissance literary themes become entrenched in the literature of the period?**
- **How does renaissance literature reflect the humanist movement?**
- **What elements of style do modern authors use to illuminate social condition?**
- **How does poetry contribute to our understanding of self, others, and the world?**

Unit Plan Title:	Unit 3 – Humanism and Renaissance Literature Modern Prose and Poetry
<ul style="list-style-type: none"> • How does the use of voice empower an individual? 	
Anchor Text	
<p><i>Norton’s Anthology to English Literature</i> <i>Macbeth, William Shakespeare</i> <i>Sonnets (Shakespearean, Petrarchan)</i></p>	
Informational Texts (3-5)	
<p><i>How to Read Like a College Professor</i>, Thomas C. Foster <i>Literature and Composition – Essays, Fiction, Poetry and Drama, 5th Edition.</i> Sylvan Barnet, et.al <i>The Oxford Guide to Writing</i>, Thomas S. Kane <i>The Making of a Poem - A Norton Anthology of Poetic Forms</i></p>	
Short Texts (1-3)	
<p><i>Othello (excerpts), William Shakespeare</i> <i>Twelfth Night (excerpts), William Shakespeare</i> <i>Modest Proposal</i>, Jonathan Swift “<i>This Thing Called Prom</i>,” Brooke Hauser (NY Times) The New York Times Magazine (Sunday Edition), Various Authors “<i>Do Not Go Gentle Into That Good Night</i>,” Dylan Thomas “<i>The Hollow Man</i>,” T.S Eliot (British Literature Text – McDougal Littell) “<i>When You Are Old</i>,” William Butler Yeats (British Literature Text – McDougal Littell) “<i>The Frog Prince</i>,” Stevie Smith (British Literature Text – McDougal Littell) “<i>Not Waving but Drowning</i>,” Stevie Smith (British Literature Text – McDougal Littell) “<i>Ulysses</i>,” Alfred, Lord Tennyson “<i>Sonnet 43</i>,” Elizabeth Barrett Browning “<i>Remembrance</i>,” Emily Bronte Various 18th and 19th Century Poetry and Essays</p>	
Suggested Writing Assessments	
<p>Open ended writing responses , journal writing, creative writing process, persuasive, expository and narrative essays MLA Research Paper – research and preparation TPCASTT Poetry Analysis Essays Quarterly Independent Reading Review (Memoir, Fiction, Biography) Written and Presentation</p>	

Unit Plan Title:	Unit 3 – Humanism and Renaissance Literature Modern Prose and Poetry
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Resources (websites, Blackboard, documents, etc.)

Analysis, Argument and Synthesis, Brassil, Coker and Glover (Literary Analysis practice excerpts),

www.collegeboard.org

www.online-literature.com/forums,

www.k-state.edu/english,

[www corestandards.org](http://www.corestandards.org),

Purdue OWL - Purdue Online Writing Lab - Purdue University – <https://owl.english.purdue.edu/owl/>, Internet, Web Quests, Chromebooks, Google Classroom, SMART Boards, video streaming and podcasts

NY Times Magazine – Sunday Edition (various authors)

Sadlier Vocabulary Workshop – Level H, Jerome Shostak

Suggested Time	9 Weeks
Frame:	

Content Area:	English IV – Honors	Grade(s)	12
Unit Plan Title:	Unit 4 – Existentialism/Surrealism/Absurdism - Identity: Outcasts and the Isolated		
NJSLS Standard(s) Addressed			
<p><u>RL.11-12.1</u> 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.</p> <p><u>RL.11-12.2</u> 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.</p> <p><u>RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p><u>RL.11-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><u>RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><u>RL.11-12.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>RL.11-12.7</u> 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. (Include at least one play by Shakespeare and one play by an American dramatist)</p> <p><u>RL.11-12.10</u> By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><u>RI.11-12.4</u> 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.</p> <p><u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><u>RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><u>W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.</p> <p>C. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><u>W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through</p>			

Content Area:	English IV – Honors	Grade(s)	12
Unit Plan Title:	Unit 4 – Existentialism/Surrealism/Absurdism - Identity: Outcasts and the Isolated		
<p>the effective selection, organization, and analysis of content.</p> <p>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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><u>W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>W.11-12.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>L.11-12.3</u> 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.</p> <p><u>L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>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.</p> <p><u>SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to</p>			

Content Area:	English IV – Honors	Grade(s)	12
Unit Plan Title:	Unit 4 – Existentialism/Surrealism/Absurdism - Identity: Outcasts and the Isolated		
<p>make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><u>SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>SL.11-12.6</u> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>			
Essential Questions (3-5)			
<ul style="list-style-type: none"> • How do gender, class and ethnic roles influence our identity in society? • What factors shape identity? • How is literature a reflection of historical context and social condition? • How are Existentialist themes reflected in literary art forms such as literature, drama, poetry and fine art forms such as Surrealism and Absurdism? • What are the elements of individualism found in Existential philosophy? 			
Anchor Text			
<p>The Metamorphosis, Franz Kafka The Stranger, Albert Camus</p> <p>INDEPENDENT READING (One Selection from an approved list)</p>			
Informational Texts (3-5)			
<p>How to Read Like a College Professor, Thomas C. Foster Literature and Composition – Essays, Fiction, Poetry and Drama, 5th Edition. Sylvan Barnet, et.al The Oxford Guide to Writing, Thomas S. Kane The Making of a Poem: A Norton Anthology of Poetic Forms, Eavan Boland The Elements of Style, Strunk and White</p>			
Short Texts (1-3)			
<p>“The Myth of Sisyphus,” Albert Camus “5 Ways Senioritis and Existentialism are Basically the Same Thing,” Gabrielle Scullard “A Clean Well-Lighted Place,” Ernest Hemingway “Allegory of the Cave,” Plato “A Very Old Man With Enormous Wings,” Gabriel Garcia Marquez “No Exit,” (Act 1) Jean Paul Sartre</p>			

Content Area:	English IV – Honors	Grade(s)	12
Unit Plan Title:	Unit 4 – Existentialism/Surrealism/Absurdism - Identity: Outcasts and the Isolated		
	<p> “The Wall,” Jean Paul Sartre “The Conversion of the Jews,” Philip Roth “The Bet,” Anton Chekhov “A Hunger Artist,” Franz Kafka “The Swimmer,” John Cheever “Death of a Tsotsi,” Alan Paton “Nine Stories,” J.D. Salinger J.D. Salinger </p>		
Suggested Writing Assessments			
	<p> Open ended writing responses , journal writing, creative writing process, persuasive and expository essays Quarterly Independent Reading Review (Memoir, Fiction, Biography) Written and Presentation Timed TPCASTT Poetry Analysis Essays MLA Research Paper (finalization and submission) </p>		
Resources (websites, Blackboard, documents, etc.)			
	<p> <i>Analysis, Argument and Synthesis, Brassil, Coker and Glover (Literary Analysis practice excerpts),</i> www.collegeboard.org www.online-literature.com/forums/, www.k-state.edu/english, www.corestandards.org, Purdue OWL - Purdue Online Writing Lab - Purdue University - Honors English IV Curriculum-REVISED3-17.docxInternet, Web Quests, Chromebooks, Google Classroom, SMART Boards, video streaming and podcasts Shakespearean Theme Resource (Compare/Contrast – Nihilism/Existentialism) http://www.shakespeare-online.com/ NY Times Magazine – Sunday Edition (various authors) Sadlier Vocabulary Workshop – Level H, Jerome Shostak </p>		
Suggested Time Frame:	9 Weeks		

III. Instructional Strategies

Instructional Strategies commonly utilized in English IV Honors:

- Maps, photos, graphs and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think- alouds/written)
- Listing
- Mapping
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Learning centers
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Conferring
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Competing in teams/debating about controversial topics and literary analysis
- Playing games
- Creating games
- Note taking/note making
- Drafting/writing

IV. Assessment

Assessment - Assessment can be divided into two general categories - formal (graded) and informal/classroom-based (ungraded). Both categories of assessment can help you determine what your students are learning, and to re-evaluate your teaching strategies while the course is in progress. The key to effectively assessing your students' mastery of skills is to match the assessment method to the learning objectives.

Some of the more common types of formal assessments include:

- Multiple-choice exam
- Essays
- Short-answer or problem-solving exam
- Lab report
- Research paper
- Performance-based ("authentic") - interpreting a piece of music, writing a computer program, constructing a three-dimensional model of a scientific concept, etc.
- Oral Presentations
- Comprehensive portfolios

Some of the more common types of formal assessments include:

- "Minute Essays" - at the end of a class/unit, students take 5 minutes to write about what they have learned, and how it relates to a learning objective
- "Peer Teaching" - after a short lecture about a new concept, have students work in pairs and explain that concept to each other
- "Question Time" - students are given an index card and asked to record two questions they have about the material covered in lecture that day/week. Allow time in the next class period to respond to some of the more common questions
- "5 Minute Quiz" - at the beginning of class, give students one or two questions over material covered in the previous class session. Discuss answers and do a show of hands to see how many understand the concepts.
- Blogs
- BlackBoard®

Bloom's Taxonomy - addresses the levels of student thinking desired on an assignment. There are six levels, with "Knowledge"-based questions being the most simple, and "Evaluation"-based questions being the most complex. When designing plans and assessments, determine at which levels you wish students to demonstrate their understanding, and then you must design questions that address these levels of thinking. These are some common verbs utilized in the lesson planning and objective writing stages:

- **Knowledge:** Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
- **Comprehension:** Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report,

Restate, Review, Summarize, Tell

- **Application:** Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
- **Analysis:** Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate,
- **Synthesis:** Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite

Evaluation: Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, *Selectluation*

During each marking period in ninth grade, a combination of the following methods will be used to evaluate each student's performance.

- Book reports/reviews
- Class participation
- Cooperative learning activities
- Creative assignments
- Descriptive writing
- Expository writing
- Homework and class work assignments
- Journal writing
- Persuasive writing
- Poetry analysis and interpretation
- Quizzes
- Reports and presentations
- Research Paper
- Technological applications (blogs, online meetings, online posts, online journals, etc.)
- Unit tests
- Various speaking and listening assessments

V. Scope and Sequence

SKILL TO BE LEARNED I = Introduced D = Developed in depth R = Reinforced	Grade 12
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.	DR
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	DR
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.	DR
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	DR
Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact	DR
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	DR
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. (Include at least one play by Shakespeare)	DR
Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	DR
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	DR
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	DR
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	DR
Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	DR

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	DR
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	DR
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.	DR
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.	DR
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	DR
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	DR

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	DR
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.	DR
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.	DR
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	DR
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	DR
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	DR
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.	DR

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	DR
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	DR
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression	DR
Complete college application essays that give the student the best possible chance at being admitted to a particular college.	IDR
Create a professional resume and be able to complete job applications.	IDR

VI. Complete List of Textbooks, Instructional Resources and Software

Textbooks:

Norton's Anthology to English Literature

Oedipus Rex, Sophocles

Medea, Euripides

Macbeth, William Shakespeare

Sonnets (Shakespearean, Petrarchan)

Beowulf, Translation by Shamus Heaney

Grendel (excerpts), John Gardner

The Canterbury Tales, Geoffrey Chaucer

The Language of Literature (Purple Text)

Othello (excerpts), William Shakespeare

Twelfth Night (excerpts), William Shakespeare

Macbeth, William Shakespeare

Shakespearian Sonnets

The New Kids, Brooke Hauser

(Independent reading -Choice of the Following)

Brave New World, Aldous Huxley

Invisible Man, Ralph Ellison

The Sound and The Fury, Ernest Hemmingway

As I Lay Dying, William Faulkner

The Metamorphosis, Franz Kafka

Informational Texts

How to Read Like a College Professor, Thomas C. Foster

Literature and Composition – Essays, Fiction, Poetry and Drama, 5th Edition. Sylvan Barnet, et.al

The Oxford Guide to Writing, Thomas S. Kane
College Essay Supplements and Samples
The Elements of Style, Strunk and White

Short Texts

Poetics, Aristotle

The Iliad and The Odyssey (excerpt), Homer

The Bible (excerpts)

Major Greek Myths

The Apology, Plato

What is an Oedipal Complex? Kendra Cherry

The Real Oedipal Complex; Why Oedipus Rex Still Matters, Jeffrey B. Rubin, Ph.D

Jocasta, Ruth Eisenberg

Letter from a Birmingham Jail, Martin Luther King (*College Essay – Establishing Personal Credibility and Style*)

Hamlet and His Problems, T.S. Eliot

Out, Out, Robert Frost

They All Want to Play Hamlet, Carl Sandburg

A Modest Proposal, Jonathan Swift

“This Thing Called Prom,” Brooke Hauser (**NY Times**)

Various poems (early Anglo- Saxon/ Old English)

The New York Times Magazine (Sunday Edition), Various Authors

“Do Not Go Gentle Into That Good Night,” Dylan Thomas

“The Hollow Man,” T.S Eliot (**British Literature Text – McDougal Littell**)

“When You Are Old,” William Butler Yeats (**British Literature Text – McDougal Littell**)

“The Frog Prince,” Stevie Smith (**British Literature Text – McDougal Littell**)

“Not Waving but Drowning,” Stevie Smith (**British Literature Text – McDougal Littell**)

“Ulysses,” Alfred, Lord Tennyson

“Sonnet 43,” Elizabeth Barrett Browning

“Remembrance,” Emily Bronte

Various 18th and 19th Century Poetry and Essays

“The Myth of Sisyphus,” Albert Camus

“5 Ways Senioritis and Existentialism are Basically the Same Thing,” Gabrielle Scullard

“A Clean Well-Lighted Place,” Ernest Hemingway

“Allegory of the Cave,” Plato

“A Very Old Man With Enormous Wings,” Gabriel Garcia Marquez

"No Exit," (Act 1) Jean Paul Sartre

"The Wall," Jean Paul Sartre

"The Conversion of the Jews," Philip Roth

"The Bet," Anton Chekhov

"A Hunger Artist," Franz Kafka

"The Swimmer," John Cheever

"Death of a Tsotsi," Alan Paton

"Nine Stories," J.D. Salinger

VII. Student Handout:

Course Description:

English IV Honors is designed to expose students to understanding the evolution of great works of literature that have impacted upon and have been major reference points in the literary world. The course offers, as a foundation, the study of ancient World literature and runs the gamut from a historical perspective to Shakespeare and beyond. Extensive reading and writing assignments focusing on critical analysis of the various genres as well as visual and oral presentations are required. The main goal of this curriculum is to develop students' understanding of the influences upon, and varied expression of literary themes and characters through the study of representative works of literature from various cultures. Through reading, writing, and projects, students will engage themselves with classic and modern literature in a variety of genres, including prose fiction, poetry, drama and essays. The students will increase their ability to read critically and to write competently about literature. They will engage in interdisciplinary projects, incorporating technology that relates to the year's thematic and literary studies.

Proficiencies:

1. The student will cite strong and thorough textual evidence to support analysis of what the text says.
2. The student will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
3. The student will 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.
4. The student will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
5. The student will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. The student will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
7. The student will 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.
8. The student will read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
9. The student will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
10. The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
11. The student will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
12. The student will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style

and content contribute to the power, persuasiveness or beauty of the text.

13. The student will integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, The student will cite strong and thorough textual evidence to support analysis of what the text says.
14. The student will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
15. The student will 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.
16. The student will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
17. The student will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
18. The student will analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
19. The student will 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.
20. The student will read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
21. The student will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
22. The student will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
23. The student will analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
24. The student will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
25. The student will evaluate the philosophical, political, religious, ethical and/or social influences that shaped characters, plots and settings.
26. The student will compare and contrast print medium with film.
27. The student will appreciate visual and performing arts as an extension of culture.
28. The student will understand the study of literature and theories of literary criticism.

