



Course Numbers

- LA403/404
- LA403F/404F
- LA4030/4040

English IV

2020-2021

1.0 English credit.

English IV includes a survey of world literature studied in a thematic approach to critically evaluate information based on relevancy, objectivity, and reliability. Students will write several compositions using expository and argumentative techniques, including a research project. This project will include an articulated research question or thesis statement and incorporate findings while adhering to a consistent format for documentation.

<http://secondaryliteracy.dmschools.org/>

<http://grading.dmschools.org>

Version: 1.0

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

*****Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](#)) Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate at least half of the Level 3 learning targets	2.5
Demonstrate foundational* knowledge toward level 3 (could include Level 2 learning targets or success criteria)	2.0
Demonstrate some foundational* knowledge of Level 2 learning targets	1.5
Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets	1.0
Produce no evidence appropriate to the learning targets at any level	0
*foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2”	

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Course Map

Unit	Estimated Duration	Content Standards	Grading Topics	Extended Topics
Unit One: The Mechanisms of Meaning	9 weeks	<ul style="list-style-type: none"> • Reading Literature 4b and 4c • Language 5a and 5b 	<ul style="list-style-type: none"> • Interpreting Complex Language 	<i>Collected and Reported</i> <ul style="list-style-type: none"> • Constructing Writing [L3, W4, W5, W6] • Utilizing Text Evidence [RI 1, RI 1] • Collaborating in Discussions [SL1] • Applying Grammar & Mechanics 1 [L1, L2]
		<ul style="list-style-type: none"> • Reading Literature 5 	<ul style="list-style-type: none"> • Analyzing Text Structure 	
Unit Two: Themes Around the World	9 weeks	<ul style="list-style-type: none"> • Reading Literature 2 	<ul style="list-style-type: none"> • Analyzing Themes 	
Unit Three: Taking Perspectives	9 weeks	<ul style="list-style-type: none"> • Reading Literature 6 	<ul style="list-style-type: none"> • Analyzing Perspectives 	
		<ul style="list-style-type: none"> • Writing 1 • Writing 9 	<ul style="list-style-type: none"> • Writing Literary Analyses 	
Unit Four: Eye on the World	9 weeks	<ul style="list-style-type: none"> • Writing 7 • Writing 8 	<ul style="list-style-type: none"> • Conducting Research 	
		<ul style="list-style-type: none"> • Speaking and Listening 2 • Speaking and Listening 4 • Speaking and Listening 5 	<ul style="list-style-type: none"> • Presenting Findings 	

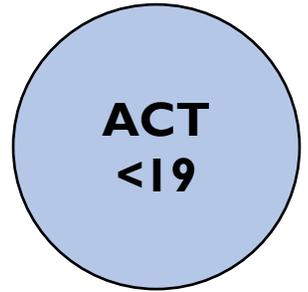
English IV 2020-2021

SEMESTER I		Unit 1	Unit 2	Year Long Topics	
		The Mechanisms of meaning	Literary Analysis		
Topic Scales To Be Reported In IC	Interpreting Figurative Language	CCSS ELA RL.11-12.4 CCSS ELA RL.11-12.5	Analyzing Themes	CCSS ELA RL.11-12.2	<ul style="list-style-type: none"> • Constructing Writing [L3, W4, W5, W6] • Utilizing Text Evidence [RI1, RL1] • Collaborating in Discussions [SL1] Applying Grammar and Mechanics I [L1, L2]
	Analyzing Text Structure	CCSS ELA RL.11-12.5			
Approximate Beginning/End Dates For Unit	8/26-11/13		11/16-1/15		Evidence can be collected throughout the year and Topic Scores continually updated to reflect increase in complexity. Grammar and Vocabulary evidence should reflect use in writing, not simply practice of foundational skills.
Reporting Frequency Of Topic Scores	8-9 weeks If a novel is used here, consider timing to ensure assessment occurs throughout the course of the novel. Utilizing short stories here will allow for faster assessment for all LTs		8-9 weeks This will likely overlap the end of the novel used in Unit 3 but can also be about a separate text.		

DMACC Partnership Information

Mission Statement

In order to better support students in our English IV classes as they transition to post-secondary opportunities, English IV Semester 2 has been linked to a course in DMACC’s “developmental credit” catalog: ENG 061. Students who pass English IV Semester 2 with a C or higher can receive this credit and thus lighten any potential remediation load upon admission to DMACC.



Conditions

Students will enroll in the course in the spring (a DMACC staff member will contact the English IV teacher to make arrangements). Students should only enroll if they have an ACT English score lower than 19—the enrollment has no beneficial impact for students that exceed that score. Students must pass the course with a C or higher to earn the credit, and DMACC staff will be in touch with the teacher about dropping underperforming students and submitting final grades.

Teachers need to be hired as staff through DMACC. This is a simple procedure and the curriculum coordinator will reach out with information in late fall. You will be asked to fill out a hiring document and request your transcripts from HR. You do NOT need to request new transcripts from your institution at any cost. HR will only release these documents to you, and they will need to be uploaded with the hiring request.

Alignment: ENG 061

The following list indicates the “Course Competencies” required for DMACC’s ENG 061 “College Preparatory Writing I” course and indicates their alignment to the learning targets of English IV.

1. **Assess critical reading strategies** [Analyzing Point of View / Collaborating in Discussions]
2. **Prewrite to explore topics and ideas for an essay** [Conducting Research]
3. **Organize information effectively in keeping with the purpose of the writing** [Constructing Writing 3A]
4. **Construct well-developed paragraphs** [Constructing Writing]
5. **Write with awareness of audience and purpose** [Writing Literary Analyses]
6. **Critique rough drafts from a reader’s viewpoint based on established criteria** [Constructing Writing 3B/ Applying Grammar and Mechanics]
7. **Practice editing strategies** [Constructing Writing 3B / Applying Grammar and Mechanics]

Extended Topics

Organizing Principles:

Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year.

Considerations

Mastering Vocabulary (2nd semester only)

This topic can be collected in both semesters. Activities used to collect evidence for this topic should be rooted in text-based vocabulary, not the vocabulary words associated with the academic scales in this curriculum guide. Pay careful attention to what the Level 3 requires on this scale—this is often overlooked. This will be reported in Semester 2 only, due to overlap with Interpreting Complex Language.

Applying Grammar and Mechanics

This scale has a tight vertical alignment with other courses. Be advised that the instruction of isolated skills, such as the basics of parts of speech, should be provided only when absolutely required—the emphasis in each grade level should be only those supporting skills required to help students access and achieve the Level 3 Learning Targets assigned to each semester.

Constructing Writing

This topic is used specifically when either revising work generated by a different writing standard or when assessing writing that is not covered by the course's other writing topics. (i.e. not a literary analysis)

Collaborating in Discussions

Use this scale when students are working in groups to process reading topics throughout the course. Strategies such as defined student roles and Socratic seminars help facilitate the collection of this evidence.

Utilizing Text Evidence

The use of text evidence is vital for the success of all topics. This topic will be reported in both semesters and allow teachers to capture evidence and learning of strong use of textual evidence throughout all topics of instruction.

As you select all texts for instruction, determine the level of complexity in conversation with your PLC. Norming around what grade-level complex texts are will be the way to make progress in this standard.

[Rubric to Assess Fiction](#)

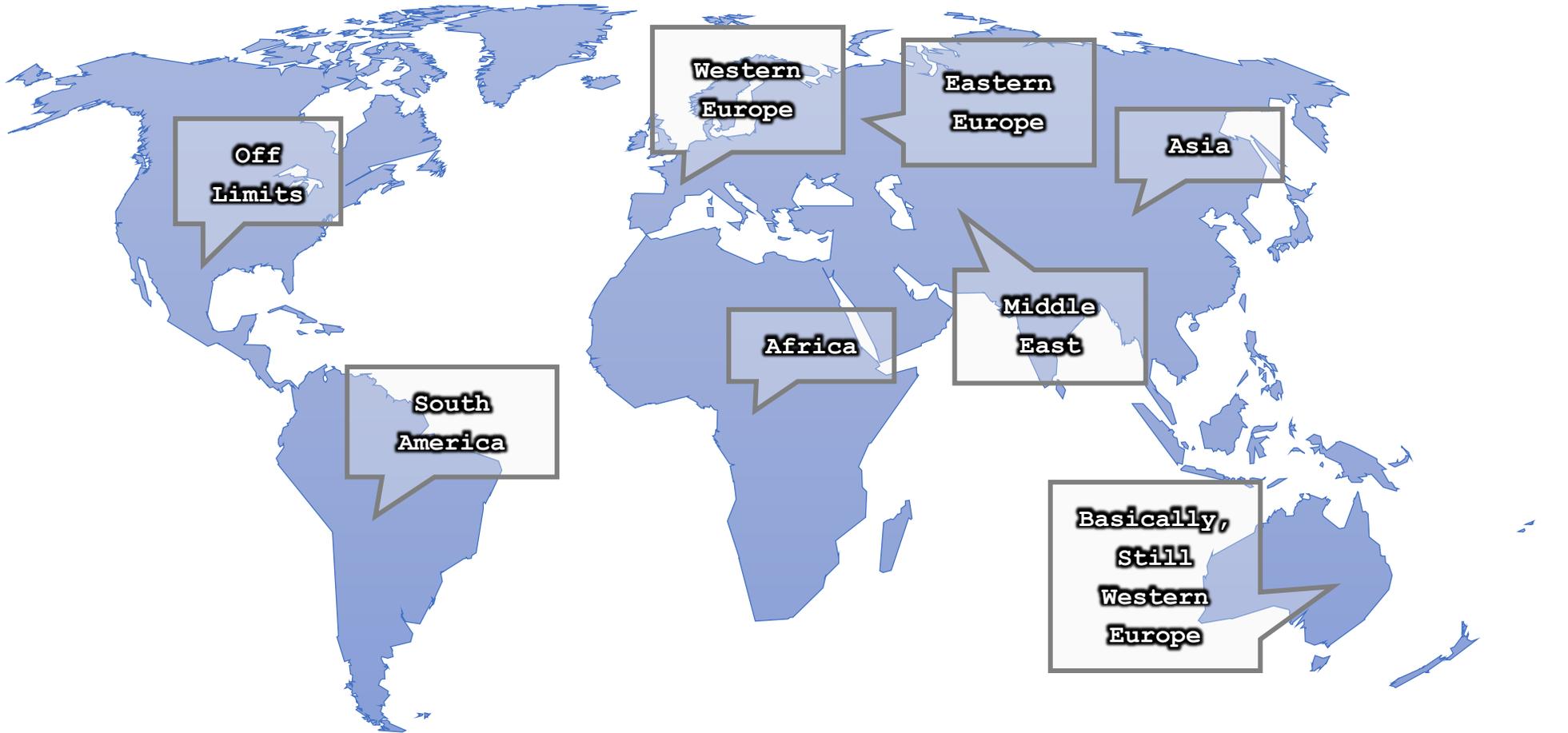
[Rubric to Assess Non-Fiction](#)

Genre and Era Audit Report (GEAR)

World Literature can be taught in chronological order, but it is not *required* to be arranged in such a way. To facilitate a more thematic approach, DMPS has adopted a planning and consultation model to text selection for English IV. Each semester, every English IV PLC must complete this chart and submit to the Secondary Literacy Curriculum Coordinator for approval. When completing the *second semester* GEAR, be sure to consider the contents of your *first semester* GEAR—all identified regions and eras must be adequately represented somewhere on either the S1 or S2 GEAR.

		A: South America	B: Western Europe	C: Eastern Europe	D: Asia	E: Middle East	F: Africa	I: Classical/Medieval (1200 BCE-1485 CE)	2: Renaissance/ Enlightenment (1485 CE-1790 CE)	3: Romantic/Victorian (1790 CE-1901 CE)	4: Modern/ Post-Modern (1902 CE-Today)
Unit	Grading Topic	Geographic Regions						Eras			

Geographic Regions and Eras of World Literature



Classical/
Medieval
1200 BCE-1485

Renaissance/
Enlightenment
1485 CE-1790

Romantic/
Victorian
1790 CE-1901

Modern/
Post-Modern
1902 CE-Today

Constructing Writing

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Students demonstrate they have the ability to engage in the writing process to produce clear and coherent writing for multiples purposes.</i></p> <ul style="list-style-type: none"> ➤ Develop a plan for writing, focusing on what is most significant for a specific purpose and audience ➤ Create an organizational structure that logically sequences claims and helps accomplish the purpose ➤ Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. ➤ Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. ➤ Apply the stylistic conventions and expectations of the task or genre ➤ Use technology to produce, publish, and present individual or shared writing products in response to ongoing feedback, including new arguments or information </div>
<p>Standard Language: CCSS.ELA L.11-12.3 Standard Language: CCSS.ELA W.11-12.4 Standard Language: CCSS.ELA W.11-12.5 Standard Language: W.11-12.6</p>	

<p>Ideal Student Experience:</p> <p>Any time a student response is provided in written form and expectations have been outlined to account for task, audience, and purpose, it can be collected to show development of writing skills. Students should be exposed to a variety of writing prompts to explore expository, narrative, argumentative, and informative text structure. Students should engage in the writing process of revision and creating multiple drafts of a response at least once per semester. Peer feedback is a vital part of the writing process. Students should be engaged in peer editing multiple times throughout the year, and this can also be assessed through Collaborating in Discussions.</p>	<p>Teacher Clarifications</p> <p>While evidence for constructing writing may take many forms, length expectations for 12th grade are <u>5+ pages</u> for full length papers.</p> <p>Development: Is able to support all paragraphs with sufficient detail, evidence, explanation, and relevant qualifiers or counterclaims closely related to a strong thesis.</p> <p>Organization: Is able to arrange ideas and details throughout the piece to support the thesis, central idea, or theme and use strong transitions to create flow.</p> <p>Style: Is able to make effective word choices (particularly in terms of persuasiveness) suited to the situation while also varying syntax for effect.</p> <p>Stylistic Conventions = APA/MLA as appropriate for the audience and purpose</p>
<p>Academic Vocabulary</p> <p>Development, Organization, Style, Task, Purpose, Audience, Syntax</p>	<p>Additional Resources</p> <p>No Red Ink Premium: Writing Coach</p>

Applying Grammar and Mechanics

4		3 LEARNING GOAL	2
Semester 1	<p>Students: A. Use appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts</p>	<p>Students: A. Use apostrophes to form possessives, including irregular plural nouns B. Use a semicolon to join related independent clauses</p>	<p>Students: A. Use punctuation to set off complex parenthetical elements B. Use apostrophes to form simple possessive nouns</p>
Semester 2	<p>Students: A. Ensuring correct pronoun agreement and punctuation when using flow quotes.</p>	<p>Students: A. Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) B. Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>	<p>Students: A. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences B. Recognize and correct vague and ambiguous pronouns</p>

These standards are derived from both the Core (CCSS ELA L 1 and CCSS ELA L 2) and the ACT College and Career Readiness Standards for English.

<p style="text-align: center;">Ideal Student Experience:</p> <p>Students should be able to demonstrate mastery of a skill in their own writing. Isolated practice and assessment of grammar skills is acceptable if students are also provided authentic opportunities to apply these skills. No Red Ink or other grammar tools should be used in conjunction with quality teacher led instruction and authentic assessment.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>The design of this scale is to demonstrate vertical articulation. The level 2's indicate the skills required to meet proficiency at the grade below. The level 4's indicate the skills required to meet proficiency in the grade following.</p>
<p style="text-align: center;">Academic Vocabulary</p>	<p style="text-align: center;">Additional Resources No Red Ink Premium NRI & DMPS Pacing Guide Chompchomp.com Writing With Power textbook The Common Core Grammar Toolkit, Sean Ruday</p>

Mastering Vocabulary

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p> <p>Possible Level 4 Guidance:</p> <p>A. Investigate the evolution of form and meaning of an unusual word in a text</p> <p>B. Analyze examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study</p>	<p>Semester 1</p> <p>DOES NOT REPORT <i>(capture any evidence related to vocabulary in Interpreting Complex Language)</i></p>	<p>Semester 2</p> <p>LEVEL 3 LEARNING GOAL: (AT) Students demonstrate they have the ability to:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>A. Use context as a clue to the meaning of a word or phrase</p> <ul style="list-style-type: none"> ➤ Use words in the same or surrounding sentences (also: synonyms, definitions within the sentence or comparison of ideas) to determine the meaning of a specific word. ➤ Verify meaning of specific word using a dictionary. </div> <div style="border: 1px solid black; padding: 5px;"> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p> <ul style="list-style-type: none"> ➤ Identify the meanings of certain common affixes. ➤ Identify how the affixes change the meaning of the root word. </div>
---	---	--

<p style="text-align: center;">Standard Language: CCSS ELA RL.11-12.4</p> <p style="text-align: center;">Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p style="text-align: center;">Standard Language: CCSS ELA RI.11-12.4</p> <p style="text-align: center;">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 (e.g., how Madison defines faction in Federalist No. 10).</p> <p style="text-align: center;">Standard Language: CCSS ELA L.11-12.4</p> <p style="text-align: center;">Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 11 reading and content</i>, choosing flexibly from a range of strategies.</p>
--

<p style="text-align: center;">Multiple Opportunities</p> <p>Students can practice these skills when Collaborating in Discussions and can write shorter analysis pieces that serve the Constructing Writing topic (perhaps even demonstrating key Applying Grammar and Mechanics targets in the process). Any study of language and word choice lends itself naturally to the Mastering Vocabulary topic as well.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p style="text-align: center;">Figurative language includes metaphor, simile, analogy, allusion, hyperbole, epiphany, double entendre, euphemism, oxymoron, and paradox. Bolded types are of particular emphasis at this level.</p> <p style="text-align: center;">Word parts (Roots, Affixes)</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Connotation, Denotation, Figurative Language, Nuance, Subtle, Tone</p>	<p style="text-align: center;">Additional Resources</p>

Collaborating in Discussions

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly and persuasively:</i></p> </div> <ul style="list-style-type: none"> ➤ 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 to stimulate a thoughtful, well-reasoned exchange of ideas ➤ 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; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives ➤ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on <i>other</i> sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task
<p>Standard Language: CCSS ELA SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	

<p style="text-align: center;">Multiple Opportunities</p> <p>The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic <i>and</i> the associated reading topic.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>This topic is posted in both Semester 1 and Semester 2. Consider this in 3 parts: Preparation, Presentation, Response. The clarifiers in the targets allow you to determine the nature of the conversation and which skills to focus on for the day's assessment.</p> <p>Not all qualifiers in each bullet point must be present in every discussion. Some teachers have found that the Devil's Advocate role during student discussion helps further dialogue, especially when many agree on an issue.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize</p>	<p style="text-align: center;">Additional Resources</p> <p style="text-align: center;">Costa's Level of Questioning (AVID strategy) Question-Answer Relationship (QAR)</p>

Utilizing Text Evidence

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <p><i>Students demonstrate they have the ability to utilize textual evidence to support analysis in both written and verbal communication.</i></p> <ul style="list-style-type: none"> ➤ Distinguish between relevant and irrelevant evidence in a text ➤ Support analysis with inferences and evidence paraphrased from text with appropriate credit given to the source ➤ Support analysis with inferences and evidence cited directly from text
<p style="text-align: center;">Standard Language: CCSS ELA RL.11-12.1</p> <p>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 style="text-align: center;">Standard Language: CCSS ELA RI.11-12.1</p> <p>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 style="text-align: center;">Multiple Opportunities:</p> <p>This topic establishes the baseline for the way that claims can and will be supported with evidence (and commentary/explanation) in any topic, and it may be wise to emphasize this early on to set the proper tone for students.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>If requiring students to use a format other than MLA, be certain those procedures have been explicitly taught. This topic is not simply to note whether a student can cite evidence, but how well they use evidence in support of their claim. The variety of applications used to assess this topic can range from full length essays, to how a student utilizes evidence from a source in discussion.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Cite, Explicit, Inference, Textual Evidence, Paraphrase, Relevant, Irrelevant</p>	<p style="text-align: center;">Additional Resources</p> <p>The Bedford Handbook Easybib.com</p>

Unit I: The Mechanisms of Meaning



Organizing Principles

A unit that addresses the specific structural choices made by an author, especially those related to word choice and figurative language, in understanding intended meanings of world literature.

Commonly Used Materials

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A12th grader should be exceeding I300L to be proficient in comprehending texts.

Full-Length Texts

Short Texts

District Assessments

District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment.

Analyzing Text Structure
[ELA4-ATSVI](#)

Interpreting Complex Language
[ELA4-ICLV1](#)

Interpreting Complex Language

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <p>Students demonstrate they have the ability to:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>A. Analyze the impact of specific word choices on meaning and tone in a text, including words with multiple meanings or language that is of artistic value</p> <ul style="list-style-type: none"> ➤ Describe the tone of a text ➤ Identify specific words that impact the meaning and tone ➤ Analyze how word choice affects meaning and tone </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>B. Analyze the role of figurative language in a text</p> <ul style="list-style-type: none"> ➤ Identify and interpret multiple examples of figurative language in a text ➤ Analyze how figurative language influence the meaning of the text </div> <div style="border: 1px solid black; padding: 5px;"> <p>C. Analyze connotations in the meanings of words with similar denotations</p> <ul style="list-style-type: none"> ➤ When looking at two words with similar denotations, students are able to analyze the difference between the words' connotations </div>
<p>Standard Language: CCSS ELA RL.11-12.4</p> <p>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. (Include Shakespeare as well as other authors.)</p>	
<p>Standard Language: CCSS ELA L.11-12.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p style="text-align: center;">Multiple Opportunities</p> <p>Students can practice these skills when Collaborating in Discussions and can write shorter analysis pieces that serve the Constructing Writing topic (perhaps even demonstrating key Applying Grammar and Mechanics targets in the process).</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>Figurative language includes metaphor, simile, analogy, allusion, epiphany, double entendre, hyperbole, euphemism, oxymoron, and paradox. Bolded types are of particular emphasis at this level.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Connotation, Denotation, Figurative Language, Nuance, Subtle, Tone</p>	<p style="text-align: center;">Additional Resources</p>

Analyzing Text Structure

LEVEL 4: (ET)

A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Analyze an author’s choices concerning how to structure specific parts of a text (for example, 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

- Identify the general plot structure of a text
- Describe specific structural choices made by the author that go beyond the plot structure
- Analyze how an author’s specific structural choices contribute to the overall structure and meaning of the text

B. Analyze how and author’s structural choices contribute to its aesthetic impact

- Identify aesthetic impact created by an author’s choices
- Analyze how an author’s choices concerning how to structure specific parts of a text contribute to the aesthetic impact of a text

Standard Language: CCSS ELA 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.

Multiple Opportunities

Any writing done in support of this topic could be recorded in **Constructing Writing** and can, with a little explicit set-up, also generate **Applying Grammar and Mechanics** evidence. Additionally, the conversations engendered by this topic make ample fodder for **Collaborating in Discussions** while the texts read can be mined for **Mastering Vocabulary** opportunities.

Teacher Clarifications

Aesthetic impact can be defined as the way words are used to create genuine emotion in the reader, even when the situations described are not real.

Academic Vocabulary

Structure, Aesthetic, Resolution, Comedic, Tragic

Additional Resources

Unit 2: Themes Around the World



Organizing Principles

A unit focused on a deep dive into themes, including a broad look at universal themes, present in texts from all around the world and across the span of literary history.

Commonly Used Materials

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 12th grader should be exceeding I300L to be proficient in comprehending texts.

Full-Length Texts

Short Texts

- "When Greek Meet Greek" - Samuel Seldon*
- "The Moment Before the Gun Went Off" - Nadine Gordimer*
- "Wanted: A Town Without a Crazy" - Muzaffer Izgu*
- "From Behind the Veil" - Dhu'l Nun Ayyoub*
- "The Sniper" - Liam O'Flaherty
- "Silence" - Tadeusz Borowski

*Found in Reading the World textbook

District Assessments

District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment.

Analyzing Themes

[ELA4-ATv1.1](#)

Analyzing Themes

LEVEL 4: (ET)

A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Analyze how two or more works of literature from different regions and eras treat similar, universal themes

- Identify a common theme in multiple texts
- Analyze the unique features of a theme from different regions or eras

B. Analyze the development of two or more themes over the course of a text,

- Identify two themes in a text.
- Identify how each theme is introduced and developed over the course of the text.

C. Analyze how themes interact and build on one another

- Describe how one theme impacts another throughout the story (multiple impacts).
- Describe how one theme adds to or enhances another theme.

Standard Language: CCSS ELA 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.

Multiple Opportunities:

As the first reading topic of the year, there can (and should) be many ways to connect to the **Constructing Writing** and **Collaborating in Discussions** topics. There should be many opportunities to circle back to collect additional evidence on this topic in Unit 2 as the study of complex fiction continues with the **Interpreting Complex Language** and **Analyzing Text Structure** topics.

Teacher Clarifications

Pay special attention to the idea of a theme statement rather than a simple one-word theme. One-word themes have been off the table for students throughout high school (contrary to popular belief). Note the need to analyze multiple themes within the same text.

Academic Vocabulary

Analyze, Theme, Development, Interact, Universal, Explicit

Additional Resources

[Clarification on Interact & Build](#)

English IV 2020-2021

Evidence should be collected for every learning target and reported in the Body of Evidence. Post grades as soon as a reasonable Topic Score has been issued for any topic, even if the entire unit is not yet complete. Every effort should be made to update Topic Scores for lengthy assignments such as essays and speeches with interim assessments on each learning target.

SEMESTER 2	Unit 3 Taking Perspectives		Unit 4 Eye on the World	
Topic Scales To Be Reported In IC	Analyzing Perspectives	CCSS ELA RL.11-12.6	Conducting Research	CCSS ELA W.11-12.7 CCSS ELA W.11-12.8
	Writing Literary Analyses	CCSS ELA W.11-12.1 CCSS ELA W.11-12.9	Presenting Findings	CCSS ELA SL.11-12.2 CCSS ELA SL.11-12.4 CCSS ELA SL.11-12.5
Approximate Beginning/End Dates For Unit	1/21-4/3		4/6-5/20	
Reporting Frequency Of Topic Scores	<p style="text-align: center;">Total: 9 weeks AP – 3-4 weeks (aim to post by 2/21) Assessments here may be based on shorter works of fiction.</p> <p style="text-align: center;">WLA – 6 weeks (aim to post by 4/3) A full-length novel is not required for this unit. If used, consider how pacing will impact your ability to post in a timely manner.</p>		<p style="text-align: center;">Total: 6-7 weeks CR – 3-4 weeks (aim to post by 5/1) This can be reported prior to finishing the final research presentation.</p> <p style="text-align: center;">PF – 3-4 weeks (must post by 5/20)</p>	

Unit 3: Taking Perspectives



Organizing Principles

A unit that supports literary analysis building on skills developed in first semester with one additional lens for study—that of point of view and point of view-enabled devices such as irony and satire.

Commonly Used Materials

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A12th grader should be exceeding I300L to be proficient in comprehending texts.

Full Length Texts

Brave New World, Aldous Huxley (870L)
 1984, George Orwell (1090L)
 The Kite Runner, Khaled Hosseini (840L)
 Rooftops of Tehran, Mahbod Seraji

Short Texts

"Swaddling Clothes" - Yukio Mishima*
 "The Persian Carpet" - Hanan Al-Shaykh
 "Ha' Penny" - Alan Paton
 "Ind Aff or Out of Love in Sarajevo" - Fay Weldon
 "Torn Lace" - Emilio Pardo Bazan
 "And of Clay Are We Created" - Isabel Allende*
 "The Censors" - Luisa Valenzuela*
 "The Prisoner Who Wore Glasses" - Bessie Head*
 "Alyosha the Pot" - Leo Tolstoy
 "Another Evening at the Club" - Alifa Rifaat*
 "On Seeing the One-Hundred Percent Perfect Girl" - Haruki Murakami
 "Loyalties" - Adewale Maja-Pearce*
 "He-y, Come on Ou-t" - Sinichi Hoshi

*Found in Reading the World textbook

District Assessments

District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment.

Analyzing Perspective

[ELA4-APVv1](#)

Writing Literary Analyses

[ELA4-WLAv0](#)

*****DMACC conversations start in this unit.
 See page 5.**

Analyzing Perspective

LEVEL 4: (ET)

A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Analyze perspectives/points of view in texts where distinguishing what is directly stated from what is really meant is required (for example: satire, sarcasm, irony, or understatement)

- **Identify** specific examples of complex perspectives
- **Analyze** how examples from the text relate to a certain perspective and shape the meaning of a text
- **Determine** the meaning conveyed by the perspective

B. Analyze the function of language in different contexts and their impact of meaning or style

- **Determine** segments of language that may be dependent on context for meaning
- **Analyze** how an author’s choices in language contribute to meaning or style

Standard Language: CCSS ELA 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).

Standard Language: CCSS ELA 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.

<p>Multiple Opportunities In addition to being an easy place to connect to Collaborating in Discussions, this topic should recur readily throughout the teaching of its companion topic, Writing Literary Analyses.</p>	<p>Teacher Clarifications Be mindful that study of rich text should include analysis of both character’s and author’s perspectives, and these varying lenses are essential to deep analysis of literature.</p>
<p>Academic Vocabulary Point of View, Satire, Irony</p>	<p>Additional Resources</p>

Writing Literary Analyses

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Students demonstrate they have the ability to write 5+ page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:</i></p> <ul style="list-style-type: none"> ➤ Draw evidence from literature or informational texts to support analysis and reflection ➤ Introduce precise claims about literature or informational text that relate explicitly to theme/argument ➤ Address a variety of literary devices (analogy, allegory, allusion, foil, imagery, motif, symbol, tone, etc.) in analysis of literature or informational text ➤ Presents a knowledgeable analysis, interpretation, commentary, and /or conclusion about a substantive text or topic ➤ Develop claims fully, supplying evidence and relevant commentary/explanation in order to support the analysis. </div>
<p>Standard Language: CCSS ELA W.11-12.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Standard Language: CCSS ELA W.11-12.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

<p style="text-align: center;">Multiple Opportunities</p> <p>This topic should include additional opportunities for students to demonstrate Analyzing Point of View (and possibly recovery evidence for semester 1 topics). Revision of this paper (multiple drafts count as multiple pieces of evidence) also supports Constructing Writing, while each draft can generate Applying Grammar and Mechanics evidence.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>Note that the literary devices indicated in this scale can be taught as needed (no specific number of them are required by the scale).</p> <p>This scale is designed using grade level Success Criteria. Feedback should be given around each of the carrots, but they serve holistically in service of the bolded target. Additional success criteria are noted in the Level 2 section.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Literary Analysis, Literary Devices, Syntax, Cohesion, Objective Tone, Claim</p>	<p style="text-align: center;">Additional Resources</p> <p>No Red Ink Writing Coach</p>

Unit 4: Eye on the World



Organizing Principles

A unit that brings informational text into focus as students shift their attention to research projects or papers that give them a careful look at the complexities of the broader world.

Commonly Used Materials

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 12th grader should be exceeding I300L to be proficient in comprehending texts.

Full Length Texts

Brave New World, Aldous Huxley (870L)
1984, George Orwell (1090L)

Short Texts

[Heartland AEA Online Library](#)

District Assessments

District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment.

Presenting Ideas

NA

Conducting Research

[ELA4-CRv0](#)

Conducting Research

LEVEL 4: (ET)

A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. **Gather** relevant information from multiple authoritative print and digital sources, using advanced searches effectively

- **Use** advanced searches (e.g. academic databases) to gather relevant information from multiple authoritative text resources
- **Use** advanced searches effectively to gather relevant information from authoritative audio/visual resources (charts, graphs, audio recordings, etc.)
- **Evaluate** the credibility of sources for timeliness, authority, and objectivity

B. **Assess** the strengths and limitations of each source in terms of the task, purpose, and audience

- **Identify** information from credible sources that support an original argument
- **Assess** the strengths and limitations of each source

C. **Synthesize** multiple sources on a subject in support of the creation of an original argument

- **Construct** a research question
- **Narrow** or **broaden** the inquiry when appropriate
- **Assess** the scope of the research question in relationship to the available information
- **Identify** sources that support a research question
- **Incorporate** sources to create an original argument

D. **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

- **Organize** information in a logical format
- **Apply** citation rules of an approved format (MLA, APA, Chicago)
- **Use** a variety of sources to support ideas

Standard Language: CCSS ELA 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.

Standard Language: CCSS ELA 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.

Multiple Opportunities

Revision of the research paper can generate **Constructing Writing** evidence, while **Applying Grammar and Mechanics** skills should be on clear display in the final product. Students should be able to generate additional evidence for **Analyzing Central Idea** during this process and may, depending on the nature of the research questions or topics, also circle back to **Analyzing Point of View** skills.

Academic Vocabulary

Annotate, Credible, Authoritative and Credible Source, Citation Format, Integrate, Research Question, Synthesize, Inquiry, Argument, Plagiarism

Teacher Clarifications

This topic covers both the researching process and the execution of a final research project (ideally of substantial size in pages or minutes). In order to effectively communicate progress, collect evidence from students throughout the process, not just at the end.

Possible POE's:

CRAAP test, Presentations/visual, Research paper (optional for reassessment)
Collaborative research project/research question (joint paper)

Additional Resources

[OWL at Purdue Research Paper Guidance](#)

Presenting Findings

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <p>Students demonstrate they have the ability to:</p> <div style="border: 1px solid black; background-color: #e1eef6; padding: 5px;"> <p>A. Present information, findings, and evidence conveying a distinct perspective through a variety of techniques (for example: rate, tone, organization)</p> <ul style="list-style-type: none"> ➤ Use a variety of vocal techniques to engage the audience (e.g. rate, tone, volume, inflection, expression) ➤ Organize ideas to convey a distinct perspective so that the line of reasoning is easy to follow </div> <div style="border: 1px solid black; background-color: #e1eef6; padding: 5px; margin-top: 10px;"> <p>B. Incorporate strategic use of digital media (for example, textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence</p> <ul style="list-style-type: none"> ➤ Use of digital media helps establish an informed decision or solution to a given problem ➤ Use of multiple types of media to enhance understanding of findings, reasoning, and evidence and add interest </div>
---	--

<p>Standard Language: CCSS.ELA-LITERACY.SL.11-12.2</p> <p>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.</p>
<p>Standard Language: CCSS.ELA-LITERACY.SL.11-12.4</p> <p>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>Standard Language: CCSS.ELA-LITERACY.SL.11-12.5</p> <p>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>Multiple Opportunities</p> <p>Obviously, students can be given opportunities to present in multiple formats and students can give peer feedback</p>	<p>Teacher Clarifications</p> <p>Paired with Conducting Research, this is an excellent capstone to the senior experience. Students can present findings utilizing the evidence collected and analyzed in the previous topic. Student presentations can take many forms but should require students to verbally communicate with their peers in a way that is professional and reflective of the expectations in college or career.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p><i>Relevancy</i> refers to a source’s connection to the topic and task. Some sources may be credible but not be relevant to the topic the student is researching.</p> <p><i>Creditability</i> refers to the expertise the source has on the subject, which ensures the information provided is accurate.</p>	<p>Additional Resources</p>