

## English IV, 2<sup>nd</sup> Quarter

Second Quarter	TN Standards	Skill Focus	Resources
<h1 style="margin: 0;">Reading Complex Texts</h1>	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <p><b>11-12.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <p><b>11-12.RI.CS.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>11-12.RI.CS.6</b> Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p><b>11-12.RI.IKI.7</b> Evaluate the topic or subject in multiple diverse formats and media.</p> <p><b>11-12.RL&amp;I.KID.2</b> Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p><b>11-12.RL&amp;I.KID.3</b> Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p> <p><b>11-12.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p>	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <ul style="list-style-type: none"> <li>• Identify the relationship between literature and place.</li> <li>• Analyze how literature shapes/reflect society.</li> <li>• <u>Summarization</u> of texts</li> <li>• <u>Paraphrase</u> to determine the essential message.</li> <li>• <u>Analyze Text Structure</u>: analyze each sonnet's pattern of organization.</li> <li>• <u>Analyze Syntax</u>: annotate poems for sentence length, complexity etc.</li> <li>• <u>Setting</u>: How does the setting, order of events, and characters impact the drama?</li> <li>• <u>Character Analysis</u>: Analysis of characters in tragedy.</li> <li>• <u>Author's Purpose</u>: Compare/contrast/ understand/evaluate the author's purpose and perspective using text features, language, and details.</li> <li>• <u>Citing textual evidence</u>: What does the text explicitly say in relationship to the claim? What does the text infer about the claim?</li> <li>• <u>Theme</u>: What are the themes/central ideas of the text? How do the themes/central ideas interact or build on each other? Write a summary of the text.</li> <li>• <u>Figurative Language/Literary elements</u>: metaphor, simile, personification, paradox, personification, pathetic fallacy, hyperbole, characterization, symbolism, logical fallacies, setting, mood, foreshadowing, tragedy, plot, irony, theme</li> </ul>	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <p style="text-align: center;"><b>Pearson Literature Resources</b></p> <ul style="list-style-type: none"> <li>• Essential Questions Across Time (P. 240)</li> <li>• The Influence of the Monarchy (P. 282)</li> <li>• Spenserian Sonnets (1, 35, 75) (P. 253)</li> <li>• Sidney's Sonnets (31, 39) (P. 259-260)</li> <li>• Shakespearean Sonnets (P. 275-278)</li> <li>• <i>Macbeth</i> (P. 321-415)</li> <li>• Expository Text: Theater Review (P. 436)</li> <li>• Close Reading Model: <i>Hamlet</i> (P. 309)</li> <li>• <i>Oedipus</i> (P. 421-428)</li> <li>• <i>Faust</i> (P. 430-434)</li> </ul> <p style="text-align: center;"><b>Other Resources</b></p> <p style="text-align: center;"><a href="http://www.thelearnignodyssey.com">www.thelearnignodyssey.com</a></p> <p style="text-align: center;"><a href="http://www.usatestprep.com">http://www.usatestprep.com</a></p> <p style="text-align: center;"><a href="http://tncore.org/english_language_arts/instructional_resources/9-12.aspx">http://tncore.org/english_language_arts/instructional_resources/9-12.aspx</a></p> <p style="text-align: center;"><b>Note: Refer to the Quarter 2 folder on the flash drive for further resources</b></p>

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<p><b>Language (Vocabulary &amp; Conventions)</b></p>	<p style="text-align: center;"><u>Language</u></p> <p><b>11-12.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p><b>11-12.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p><b>11-12.L.KL.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.</p> <p><b>11-12.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11<sup>th</sup>-12<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.</p> <p><b>11-12.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p><b>11-12.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary</p>	<p style="text-align: center;"><u>Language</u></p> <ul style="list-style-type: none"> <li>• Variety of sentence structure</li> <li>• Essay organization</li> <li>• Use of transitions</li> <li>• Use of precise language</li> <li>• Quote incorporation</li> <li>• Determine meaning based on context</li> <li>• Command of the conventions of standard English grammar and usage</li> <li>• Use of correct capitalization, punctuation, hyphenation, and spelling</li> <li>• Use of correct and appropriate tone based on context</li> <li>• Figurative language (hyperbole, paradox, logical fallacies)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Thematic/Unit Vocabulary</li> <li>• Essential question vocabulary</li> <li>• Primary source vocabulary</li> <li>• Sonnet/Shakespearean vocabulary</li> <li>• Literature/Academic vocabulary</li> <li>• Review word roots and prefixes.</li> <li>• Shakespeare's contribution to language.</li> </ul>	<p style="text-align: center;"><u>Language</u></p> <p style="text-align: center;"><b>Pearson Literature Resources</b></p> <ul style="list-style-type: none"> <li>• Introducing the Big Question</li> <li>• Learning Big Question Vocabulary</li> <li>• Unit Resources for Vocabulary</li> <li>• Making Connections: Vocabulary</li> <li>• After You Read: Vocabulary</li> <li>• Vocabulary Workshop in each Unit</li> </ul> <p style="text-align: center;"><b>Quarter 2 Suggested Vocabulary:</b></p> <p>Exhilaration, Pastoral, Climate, Petition, Heretics, Turmoil, Ethics, Theology, Innovations, Treachery, Tyrants, Realms, Stead, Obedience, Concord, Valor, Galleons. Deign, Assay, Devise, Wan, Languished, Balm, Scope, Sullen, Chronicle, Prefiguring, Impediments, Alters, Valor, Treason, Imperial, Surmise, Sovereign, Augment, Palpable, Stealthy, Multitudinous, Equivocate, Predominance, Indissoluble, Dauntless, Predominant, Infirmary, Malevolence, Pernicious, Judicious, Sundry, Intemperance, Avarice, Credulous, Perturbation, Recoil, Antidote, Pristine, Clamorous, harbinger, vulnerable, reverence, Rites, Infamy, Tenacity, Insatiableness, Account, Reckoning, Infinite, Constitutionally, Comparison, Contrast, Distinguish, Resolution</p> <p style="text-align: center;"><b>Online Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.thelearnignodyssey.com">www.thelearnignodyssey.com</a></li> <li>• <a href="http://www.usatestprep.com">http://www.usatestprep.com</a></li> <li>• <a href="http://www.vocabulary.co.il/twelfth-grade-vocabulary-games/">http://www.vocabulary.co.il/twelfth-grade-vocabulary-games/</a></li> <li>• <a href="http://www.nea.org/tools/lessons/spelling-and-vocabulary-9-12.html">http://www.nea.org/tools/lessons/spelling-and-vocabulary-9-12.html</a></li> <li>• <a href="http://tncore.org/english_language_arts/instructional_resources/9-12/9-12series.aspx">http://tncore.org/english_language_arts/instructional_resources/9-12/9-12series.aspx</a></li> <li>• <a href="http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/">http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/</a></li> </ul> <p style="text-align: center;"><b>Note: Refer to the Quarter 2 folder on the flash drive for further resources</b></p>

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Writing to Texts	<p style="text-align: center;"><b><u>Writing to Texts</u></b></p> <p><b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p><b>11-12.W.TTP.3</b> Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>11-12.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.W.PDW.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>11-12.W.PDW.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.</p> <p><b>11-12.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p style="text-align: center;"><b><u>Writing to Texts</u></b></p> <ul style="list-style-type: none"> <li>• Essay organization &amp; structure</li> <li>• Thesis statement</li> <li>• Topic sentence &amp; supporting details</li> <li>• Citing/analyzing textual details/evidence</li> <li>• Writing paragraphs</li> <li>• Varying sentence structure</li> <li>• Analytical writing/elements</li> <li>• Narrative writing/elements</li> <li>• Selecting relevant facts and quotations</li> <li>• Write argumentative thesis statements</li> <li>• Write informative texts</li> <li>• Plan, draft, revise, and present text.</li> <li>• Write poetry in the style of published poets</li> <li>• Display command of conventions &amp; spelling</li> </ul>	<p style="text-align: center;"><b><u>Writing to Texts</u></b></p> <p><b><u>Pearson Literature Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Writing About the Big Question</li> <li>• After You Read</li> <li>• Journal entries</li> <li>• Daily Language Practice</li> <li>• Graphic organizers</li> <li>• Writing Workshop</li> <li>• Routine writing</li> </ul> <p style="text-align: center;"><b><u>Other Resources</u></b></p> <p style="text-align: center;"><i>Analytical and narrative writing prompts for Q2 can be found on the pacing guide.</i></p> <p style="text-align: center;"> <a href="http://www.thelearnignodyssey.com">www.thelearnignodyssey.com</a>  <a href="http://www.usatestprep.com">http://www.usatestprep.com</a>  <a href="https://owl.english.purdue.edu">https://owl.english.purdue.edu</a>  <a href="http://www.easybib.com">http://www.easybib.com</a> </p> <p><b>Note: Refer to the Quarter 2 folder on the flash drive for further resources</b></p>

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Speaking and Listening	<p style="text-align: center;"><b><u>Speaking and Listening</u></b></p> <p><b>11-12.SL.CC.2</b> Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.</p> <p><b>11-12.SL.CC.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>11-12.SL.PKI.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p> <p><b>11-12.SL.PKI.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>11-12.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p style="text-align: center;"><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• What is the speaker's <u>point of view</u> or reasoning?</li> <li>• What is the speaker's <u>purpose</u> and/or <u>main idea</u>?</li> <li>• How effective is the speaker's use of <u>evidence</u> and rhetoric?</li> <li>• How does the speaker <u>link ideas</u>?</li> <li>• What is the speaker's <u>tone</u>?</li> <li>• How does the speaker use certain words, points of <u>emphasis</u>, or tone?</li> <li>• Who is the target <u>audience</u>?</li> </ul>	<p style="text-align: center;"><b><u>Speaking and Listening</u></b></p> <p><b><u>Pearson Literature Resources/Activities</u></b></p> <ul style="list-style-type: none"> <li>• Exploring the Big Question</li> <li>• Research and Technology</li> <li>• Presentation of Ideas</li> <li>• Make/present a compare/contrast chart</li> <li>• Communications Workshop</li> </ul> <p><b><u>Suggested Speaking &amp; Listening Activities</u></b></p> <ul style="list-style-type: none"> <li>• Informal Debate</li> <li>• Reporting a News Story</li> <li>• Dramatic Readings</li> <li>• Persuasive speeches</li> <li>• Group discussions</li> <li>• Presentation of research/writing</li> <li>• Evaluation of peer presentations</li> <li>• Student poem performance/presentation</li> <li>• View a performance of one of the dramas read in class and discuss and compare the interpretation that was viewed to what was read.</li> </ul> <p style="text-align: center;"><b><u>Other Resources</u></b></p> <p style="text-align: center;"><a href="http://www.thelearnignodyssey.com">www.thelearnignodyssey.com</a> <a href="http://www.usatestprep.com">http://www.usatestprep.com</a></p> <p style="text-align: center;"><b>Note: Refer to the Quarter 2 folder on the flash drive for further resources</b></p>

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Research Project	<p style="text-align: center;"><b><u>Research</u></b></p> <p><b>11-12.W.RBPK.7</b> Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p><b>11-12.W.RBPK.8</b> Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>11-12.W.RBPK.9</b> Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</p>	<p style="text-align: center;"><b><u>Research</u></b></p> <ul style="list-style-type: none"> <li>• Finding sources</li> <li>• Evaluating sources</li> <li>• Citing sources</li> <li>• Synthesizing information</li> <li>• Presenting information</li> <li>• Engaging an audience</li> <li>• Developing a clear perspective</li> <li>• Paraphrasing and integration of research quotations</li> <li>• Effective use of digital media</li> <li>• Use of standard MLA format</li> <li>• Plagiarism rules</li> </ul>	<p style="text-align: center;"><b><u>Research</u></b></p> <p style="text-align: center;"><b><u>Pearson Literature Resources</u></b></p> <ul style="list-style-type: none"> <li>• Research &amp; Technology Guide (P. 53)</li> <li>• Writing Workshop (P. 442-449)</li> <li>• Research Task (p291)</li> <li>• Performance Tasks (P. 458)</li> </ul> <p style="text-align: center;"><b><u>Other Resources</u></b></p> <p style="text-align: center;"><a href="http://www.thelearnignodyssey.com">www.thelearnignodyssey.com</a></p> <p style="text-align: center;"><a href="http://www.usatestprep.com">http://www.usatestprep.com</a></p> <p style="text-align: center;"><a href="https://owl.english.purdue.edu">https://owl.english.purdue.edu</a></p> <p style="text-align: center;"><a href="http://www.easybib.com">http://www.easybib.com</a></p> <p style="text-align: center;"><b>Note: Refer to the Quarter 2 folder on the flash drive for further resources</b></p>

### For Reading and Writing in Each Quarter

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL/RI.KID.12.1	RL/RI.KID.12.2 SL.CC.12.2-3	L.12.CSE.1-3, SL.PKI.12.6	L.VAU.12.4-6	SL.CC.12.1	SL.PKI.12.4-6

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