

English IV, 3rd Quarter

Third 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>11-12.RI.KID.1 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>11-12.RI&L.CS.5 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>11-12.RI&L.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p>11-12.RI&L.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.</p> <p>11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RL.KID.3 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>11-12.RL&I.CS.4 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> <p>Literary devices/Figurative Language: Paradox, extended metaphor, irony, satire, understatement, hyperbole, mood, conceit, main idea, epigram, main idea, tone, parody, antithesis, epic simile (Why are lines 8--16 in Canto V an epic simile?)</p> <p>Analyzing author's point of view/ perspective/purpose: e.g. Pope's purpose as to poke fun at the high society and grand literature helps make his text easier to understand.</p> <p>Paradox: What paradox does the speaker use in "Song?" Explain the truth underlying this contradiction.</p> <p>Theme: Analyze and Evaluate Similar Themes by noting which authors presents the Carpe Diem theme most effectively. Consider word choice, imagery, interaction with other themes, and sense of drama.</p> <p>Epics: analyze features of epics including beginning in medias res, opening invocation to the muse, extended similes etc. Identify these features in Milton's poetry.</p> <p>Characterization: Characterize Satan using quotations from the text to support your claim.</p> <p>Rhetorical Devices: understanding how Swift uses pathos, logos, and ethos to reveal his satiric purpose</p> <p>Elements of the Essay: types (informal, formal), modes (narrative persuasive, descriptive, expository), and elements (purpose, theme, style, and tone).</p> <p>Compare and Contrast: compare/contrast elements of Jonson's work by contrasting the tone of I "On my first son" with "Still to Be Neat."</p> <p>Style: identify two details of Jonson's style in "On my First Son" that make it a sincere personal statement of grief. Identify two details of style in "Song" that give it a formal, impersonal quality.</p>	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <p style="text-align: center;"><u>Pearson Literature Resources</u></p> <p>Poetry: Donne, Jonson, Marvell, Herrick, Suckling, Milton (P. 464-523)</p> <p>Short Texts:</p> <ul style="list-style-type: none"> •from <i>Paradise Lost</i> (P. 524-534), •from <i>Inferno</i> (P. 543-550), •from "The Diary" (P. 570-577) •from "A Journal of the Plague Year" (590) •from "The Life of Samuel Johnson" (655) •<i>A Modest Proposal</i> (P. 617-625), •from <i>Gulliver's Travels</i> (P. 607-625), •<i>The Rape of the Lock</i> (P. 632-643) <p style="text-align: center;">Other Resources</p> <p style="text-align: center;">www.thelearnignodyssey.com</p> <p style="text-align: center;">http://www.usatestprep.com</p> <p style="text-align: center;">http://tncore.org/english_language_arts/instructional_resources/9-12.aspx</p> <p style="text-align: center;">Note: Refer to the Quarter 3 folder on the flash drive for further resources</p>

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<p>Language (Vocabulary & Conventions)</p>	<p style="text-align: center;"><u>Language</u></p> <p>11-12.L.CSE.1 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>11-12.L.CSE.2 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>11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.</p> <p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.5 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>11-12.L.VAU.6 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 knowledge when considering a word or phrase important to comprehension or expression.</p>	<p style="text-align: center;"><u>Language</u></p> <ul style="list-style-type: none"> • Variety of sentence structure • Essay organization • Use of transitions • Use of precise language • Quote incorporation • Determine meaning based on context • Command of the conventions of standard English grammar and usage • Use of correct capitalization, punctuation, hyphenation, and spelling • Use of correct and appropriate tone based on context • Figurative language <p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Thematic/Unit Vocabulary • Essential question vocabulary • Primary source vocabulary • Literature/Academic vocabulary • Review word roots and prefixes. 	<p style="text-align: center;"><u>Language</u></p> <p>Pearson Literature Resources</p> <ul style="list-style-type: none"> • Introducing the Big Question • Learning Big Question Vocabulary • Unit Resources for Vocabulary • Making Connections: Vocabulary • After You Read: Vocabulary • Vocabulary Workshop in each Unit <p style="text-align: center;">Quarter 3 Suggested Vocabulary:</p> <p>Mobility, Meditative, Urban, Civic, Rational, Proportion, Literate, Heritage, Prophet, Profanation, Laity, Trepidation, Contention, Piety, Covetousness, Fate, Lament, Presumed, Sound, Divine, Wreath, Coyness, Amorous, Languish, Prime, Wan, Prevail, Semblance, Illumine, Transgress, Obdurate, Tempestuous, Transcendent, Ignominy, Cowered, Writhes, Awe, ShriII, Nimble, Apprehensions, Abated, Lamentable, Combustible, Malicious, Accounts, Pernicious, Magistrate, Eminent, Notorious, Deliberation, Lamentations, Distemper, Delirious, Resolution, Importuning, Prodigious, Congestion, sustainable, consumption, economic, Conjecture, Schism, Expedient, Sustenance, Commodity, Censure, Stoic, Disabused, Obliquely, Plebeian, Destitute, Assignations, Caprices, Adulterations, Risible, Abasement, Credulity, Malignity, Transient, Assiduous, Affluence, Contentious, Trifles, Embellishments</p> <p style="text-align: center;">Online Resources</p> <ul style="list-style-type: none"> • www.thelearnignodyssey.com • http://www.usatestprep.com • http://www.vocabulary.co.il/twelfth-grade-vocabulary-games/ • http://www.nea.org/tools/lessons/spelling-and-vocabulary-9-12.html • http://tncore.org/english_language_arts/instructional_resources/9-12/9-12series.aspx • http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/ <p style="text-align: center;">Note: Refer to the Quarter 3 folder on the flash drive for further resources</p>

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Writing to Texts	<p style="text-align: center;"><u>Writing to Texts</u></p> <p>11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>11-12.W.TTP.3 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>11-12.W.PDW.5 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>11-12.W.PDW.6 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>11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>11-12.RI.KID.1 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 style="text-align: center;"><u>Writing to Texts</u></p> <ul style="list-style-type: none"> • Essay organization & structure • Thesis statement • Topic sentence & supporting details • Citing/analyzing textual details/evidence • Writing paragraphs • Varying sentence structure • Analytical writing/elements • Narrative writing/elements • Selecting relevant facts and quotations • Write argumentative thesis statements • Write informative texts • Plan, draft, revise, and present text. • Write poetry in the style of published poets • Display command of conventions & spelling 	<p style="text-align: center;"><u>Writing to Texts</u></p> <p style="text-align: center;"><u>Pearson Literature Resources:</u></p> <ul style="list-style-type: none"> • Writing About the Big Question • After You Read • Journal entries • Daily Language Practice • Graphic organizers • Writing Workshop • Routine writing <p style="text-align: center;"><u>Other Resources</u></p> <p style="text-align: center;"><i>Analytical/informative/narrative writing prompts for Q3 can be found on the pacing guide.</i></p> <p style="text-align: center;"> www.thelearnignodyssey.com http://www.usatestprep.com https://owl.english.purdue.edu http://www.easybib.com </p> <p style="text-align: center;">Note: Refer to the Quarter 3 folder on the flash drive for further resources</p>

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Speaking and Listening	<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>11-12.SL.CC.2 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>11-12.SL.PKI.4 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>11-12.SL.PKI.5 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 style="text-align: center;"><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • What is the speaker's <u>point of view</u> or reasoning? • What is the speaker's <u>purpose</u> and/or <u>main idea</u>? • How effective is the speaker's use of <u>evidence</u> and rhetoric? • How does the speaker <u>link ideas</u>? • What is the speaker's <u>tone</u>? • How does the speaker use certain words, points of <u>emphasis</u>, or tone? • Who is the target <u>audience</u>? 	<p style="text-align: center;"><u>Speaking and Listening</u></p> <p style="text-align: center;"><u>Pearson Literature Resources/Activities</u></p> <ul style="list-style-type: none"> • Exploring the Big Question • Research and Technology • Presentation of Ideas • Make/present a compare/contrast chart • Communications Workshop <p style="text-align: center;"><u>Suggested Speaking & Listening Activities</u></p> <ul style="list-style-type: none"> • Informal debate, reporting a news story, dramatic readings, persuasive speeches, group discussions, presentation of research/writing, evaluation of peer presentations, student performance/presentation • <u>Comprehension and collaboration:</u> with a group discuss your thoughts about the ways in which literature can bring understanding or closure to people after a period of historical crisis. Organize your conclusions into a report to share with the class. • <u>Satiric multi-media project:</u> (P. 627) Use text, images, and sound. Start by choosing a target, & outline the sequence of the presentation. • <u>Media evaluation:</u> (P. 476) Rodriguez compares his career to that of Joseph Addison. With a partner, study the picture of the 18th century coffee house shown on page 477. Then formulate a media evaluation that answers the following questions: What techniques did the artist use to convey a favorable or unfavorable impression of such a place? What social and personal values was the artist promoting? • <u>Speaking and listening debate:</u> (478). Divide into two groups: the Roundheads and the Cavaliers. Then debate the following resolution: A King rules by divine right and cannot be deposed. Argue for and against the resolution. Research: the divine right of kings, Parliament's rights to limit the king's power, Anglican/Roman Catholic beliefs vs. Puritan beliefs. <p style="text-align: center;"><u>Other Resources</u></p> <p style="text-align: center;">www.thelearnignodyssey.com http://www.usatestprep.com</p> <p style="text-align: center;">Note: Refer to the Quarter 3 folder on the flash drive for further resources</p>

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Research Project	<p style="text-align: center;"><u>Research</u></p> <p>11-12.W.RBPK.7 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>11-12.W.RBPK.8 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>11-12.W.RBPK.9 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;"><u>Research</u></p> <ul style="list-style-type: none"> ● Finding sources ● Evaluating sources ● Citing sources ● Synthesizing information ● Presenting information ● Engaging an audience ● Developing a clear perspective ● Paraphrasing and integration of research quotations ● Effective use of digital media ● Use of standard MLA format ● Plagiarism rules 	<p style="text-align: center;"><u>Research</u></p> <p style="text-align: center;"><u>Pearson Literature Resources</u></p> <ul style="list-style-type: none"> ● Research & Technology Guide (P. 53) ● Writing Workshop ● Research Task ● Performance Task <p>NOTE: Students should select one essay they have written this nine weeks to revise, edit, and publish. Students should reference at least two different works and write an essay in which they analyze the development of two or more significant themes in works of the 17th and 18th Century, analyze how authors use language, tone, style, and their own personal perspectives to develop these themes, and cite specific examples to support their claims.</p> <p><u>Sample Research Tasks might include:</u></p> <ul style="list-style-type: none"> ● Research on the impact of major events (like the Great Plague or Great Fire) on society (economically, socially, and politically) ● Research on the conflict between the Irish Poor Catholics and Rich Protestant English Landlords and the social and political implications ● Influence of 18th century authors on society (Addison, Swift, Johnson, Milton) <p style="text-align: center;"><u>Other Resources</u></p> <p style="text-align: center;">www.thelearnignodyssey.com http://www.usatestprep.com https://owl.english.purdue.edu http://www.easybib.com</p> <p style="text-align: center;">Note: Refer to the Quarter 3 folder on the flash drive for further resources</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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