
English IV

Curriculum Guide

Scranton School District

Scranton, PA



**Scranton School District
Curriculum Guide**

English IV

Prerequisite:

- Successful completion of 11th grade English III course

English IV consists of both literature and grammar. The actual time spent and the material covered is determined by the class grouping and the judgment of the individual teacher.

The grammar portion of English IV continues to build on work begun in grade eleven. Beginning with a review of grammar fundamentals, and then delving more deeply into areas such as agreement, sentence structure and usage, the grammar examines the nuances of written language encountered by adults. Work in the area of composition goes beyond the paragraph and essay to include a research paper and preparation for the writing portion of the SAT.

In the literature portion, students are introduced to major writers and movements through a chronological study beginning with the earliest inhabitants and continuing to the present time. Poetry, short stories, novels, plays, and essays representative of the various time periods and/or movements are studied. Major works include, but are not limited to: *Beowulf*, *The Canterbury Tales*, *Macbeth* and poetry by other authors. More contemporary selections may also be included. This exposure is intended not only to show how British literature evolved, but also to give the student an appreciation for literary masters and draw connections to other authors the student may have read.

**Scranton School District
Curriculum Guide**

Year-at-a-glance

Subject: English IV	Grade Level: 12	Date Completed: 10/07/2016
----------------------------	------------------------	-----------------------------------

1st Quarter

Topic	Resources	Standards
Personal Essay	Approved Textbook Teacher Prepared Materials	CC1.4
Resume/Cover Letters/Interview Skills	Teacher Prepared Materials	CC1.4 CC1.5
Vocabulary	Approved Textbook Teacher Prepared materials	CC1.1
Grammar	Approved Textbook Teacher Prepared Materials	CC1.1
Historical Background – Anglo Saxon Period	Approved Textbook	CC1.3
Anglo Saxon Poetry: The Seafarer, The Wanderer, The Wife’s Lament	Approved Textbook	CC1.3
Beowulf	Approved Textbook	CC1.3 CC1.5

**Scranton School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
Vocabulary	Approved Textbook Teacher Prepared Materials	CC1.1
Writing	Approved Textbook Teacher Prepared Materials	CC1.4
Grammar	Approved Textbook Teacher Prepared Materials	CC1.1
<i>The Canterbury Tales</i> : Prologue	Approved Textbook	CC1.3 CC1.5
<i>Sir Gawain and the Green Knight</i>	Approved Textbook	CC1.3
<i>Le Morte D'Arthur</i>	Approved Textbook	CC1.3
Historical Background – William Shakespeare / <i>Macbeth</i>	Approved Textbook Teacher Approved Materials	CC1.2
Historical Background – The Renaissance	Approved Textbook	CC1.2
Sonnets	Approved Textbook	CC1.3

**Scranton School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
Vocabulary	Approved Textbook Teacher Prepared Materials	CC1.1
Writing	Approved Textbook Teacher Prepared Materials	CC1.4
Grammar	Approved Textbook Teacher Prepared Materials	CC1.1
<u>Macbeth</u>	Approved Textbook Teacher Approved Materials	CC1.3 CC1.5

**Scranton School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
Vocabulary	Approved Textbook Teacher Prepared Materials	CC1.1
Grammar	Approved Textbook Teacher Prepared Materials	CC1.1
Historical Background – The Victorian Period	Approved Textbook Teacher Prepared Materials	CC1.2
Works of various prose or drama from the period – Teacher’s choice – Choose from <i>Frankenstein</i> or <i>The Importance of Being Earnest</i>	Approved Textbook Teacher Prepared Materials	CC1.3 CC1.5
Writing	Approved Textbook Teacher Prepared Materials	CC1.4
Historical Background – The Restoration	Approved Textbook	CC1.2
Selected Works of Poetry – Donne, Johnson, Cavalier Poets, Milton, Lanier, Lovelace, Pope, Gray	Approved Textbook	CC1.3 CC1.5
Historical Background – The Romantic Period	Approved Textbook	CC1.2
Works of Fiction and Nonfiction – Swift, Defoe	Approved Textbook	CC1.2 CC1.3
Works of Poetry – Burns, Blake, Shelley, Wordsworth, Coleridge, Byron, Shelley, Keats	Approved Textbook	CC1.3 CC1.5
Contemporary Novel - Teacher’s Choice - Choose From <i>Animal Farm, 1984, And Then There Were None, Angela’s Ashes, or The Five People You Meet In Heaven</i>	Approved Textbook Teacher Prepared Materials	CC1.3 CC1.5
Final Review and Exam	Teacher Prepared Materials	CC1.1 CC1.2 CC1.3 CC1.4

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 1 Grammar	CC.1.4.11-12.F CC.1.4.11-12.L CC.1.4.11-12.R	Grammar <ul style="list-style-type: none"> • Parts of a sentence • Phrases/clauses • Sentence structure • Subject/verb agreement • Pronoun/antecedent agreement • Mechanics Vocabulary Acquisition Practical Application of Conventions	Vocabulary Grammar Texts Supplemental Text Material	Daily Practice Assignments Formative Quiz Summative Test	15 days
Personal Essay	CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.K CC.1.4.11-12.M CC.1.4.11-12.P CC.1.4.11-12.Q CC.1.4.11-12.T CC.1.4.11-12.U	Write clear and focused text to convey a well-defined perspective and appropriate content. Vocabulary: <ul style="list-style-type: none"> • audience • style • supporting details • thesis • transitional phrases • transitional words • voice 	Student Samples Teacher Notes Guest Speaker Standard based rubric	Student Essays (250-500 words)	10 days

**Scranton School District
Curriculum Guide**

<p>Anglo Saxon Literature “The Seafarer” “The Wanderer” “The Wife’s Lament” From “The Anglo Saxon Chronicles” (nonfiction)</p>	<p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.D CC.1.3.11-12.F CC.1.3.11-12.H CC.1.3.11-12.K</p>	<p>Literary Terms: caesura, kenning, alliteration, assonance, epic, elegy, symbolism, narrator, audience, oxymoron, irony, ballad, lyric</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • admonish • blithe • compassionate • fervent • grievous • rancor • rapture • redress • sentinel • winsomeness 	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes CD</p>	<p>Literary Analysis: Anglo-Saxon Lyric Poetry Formative Quiz</p>	<p>10 days</p>
---	---	---	--	--	----------------

**Scranton School District
Curriculum Guide**

<p>“Beowulf”</p>	<p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.G CC.1.3.11-12.H CC.1.3.11-12.J CC.1.3.11-12.K</p> <p>CC.1.4.11-12.B CC.1.4.11-12.F</p> <p>CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G</p>	<p>Literary Terms: caesura, kenning, alliteration, assonance, elegy, symbolism, narrator, audience, oxymoron, irony, legendary hero, paraphrasing, lyric, epic, romance, allusion, gnomic sayings</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • loathsome • massive • purge • reparation • solace • writhing 	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Class discussion PowerPoint Guided reading Video clips Teacher model Teacher Notes</p>	<p>Three-Five paragraph essay (5 paragraph min)</p> <p>applying literary terms with modern characters</p> <p>Summative Assessment</p>	<p>12 days</p>
-------------------------	--	--	---	--	----------------

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 2 Chaucer Historical Background “The Canterbury Tales” Prologue “The Pardoner’s Tale”	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.J CC.1.3.11-12.K CC.1.4.11-12.O CC.1.4.11-12.P CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G	Literary Terms: direct and indirect characterization, archetypal narrative elements, exemplum, feudalism, narrative, character portraits, parody, satire, fabliau, social commentary Vocabulary: <ul style="list-style-type: none"> • absolution • apothecary • avouches • cant • capital • commission • derision • garnished • hoary • maxim • pallor • prating • prevarication • sanguine • solicitous • stringent • tarry • timorous 	<i>Prentice Hall Literature: The British Tradition</i> Classroom Reading Discussion PowerPoint Teacher Materials Small Group Work	Literary Analysis: Characterization Reading Strategies 20 Line Creative writing application of character and social commentary Formative Quiz Summative Assessment	15 days

**Scranton School District
Curriculum Guide**

<p>“Sir Gawain and the Green Knight” “Le Morte D’Arthur” “Letters of Margaret Paston” (nonfiction)</p>	<p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.E CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.O CC.1.5.11-12.K</p>	<p>Historical Context</p> <p>Types of Literature: medieval romances, legends</p> <p>Literary Terms: summarize, nonfiction, point of view</p> <p>Vocabulary in Context:</p> <ul style="list-style-type: none"> • adjure • adroitly • assay • entreated • feigned • interred • largesse • peril • righteous 	<p>Prentice Hall Literature: The British Tradition</p> <p>Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Informative Writing Assignment (2-3 page min)</p> <p>Student Generated Assessment</p> <p>Formative and Summative</p>	<p>10 days</p>
--	---	---	--	--	----------------

**Scranton School District
Curriculum Guide**

<p>Vocabulary and Grammar Conventions</p> <p>Writing Skills</p> <p>Research Paper Preparation</p>	<p>CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L</p>	<p>Grammatical Skills in Context</p> <p>Vocabulary Acquisition</p> <p>Practical Application of Conventions</p>	<p>Vocabulary Words</p> <p>Wariner’s English Grammar and Composition</p> <p>Sadlier-Oxford Grammar for Writing</p>	<p>Assignments</p> <p>Formative and Summative Assessments</p>	<p>10 days</p>
--	--	--	--	---	----------------

**Scranton School District
Curriculum Guide**

<p>Introduction to Sonnets Introduction to Shakespeare</p>	<p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.F</p> <p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.F CC.1.3.11-12.H</p> <p>CC.1.5.11-12.K</p>	<p>Historical Context</p> <p>Types of Literature: poetry, sonnet, drama, written verse, tragedy, comedy, history, plays</p> <p>Literary Terms: sonnet, Petrarchan sonnet, Spenserian sonnet, sonnet sequence, paraphrasing, pastoral poems, quatrain, couplet, syntax, structure, theme, rhyme scheme</p> <p>Vocabulary in Context:</p> <ul style="list-style-type: none"> • alters • anguished • assay • balm • chronicle, • deign • devise • impediments • prefiguring • scope • sullen • wan 	<p>Prentice Hall Literature: The British Tradition</p> <p>Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Student Generated Assessment</p> <p>Formative and Summative</p>	<p>10 days</p>
--	--	---	--	---	----------------

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 3 Macbeth	CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.F CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.O CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G	Historical Context Literary Terms: imagery, situational irony, soliloquy , drama, aside, monologue, comic relief , stage direction , dramatic irony, blank verse, iambic pentameter, prose, conflict, antagonist, tragic flaw/impulse , protagonist, foils, symbolism, text aids, trochaic foot, anapestic foot, climax, beliefs, infer Vocabulary in Context: <ul style="list-style-type: none"> • See Appendix A 	<i>Prentice Hall Literature: The British Tradition</i> Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes	Teacher prepared tests, quizzes, etc. Analytical Writing Assignment (2-3 page min with MLA) Student Generated Assessment Formative and Summative	30 days

**Scranton School District
Curriculum Guide**

<p>Vocabulary and Grammar Conventions</p> <p>Writing Skills</p> <p>Literary Analysis or Argumentative Writing</p>	<p>CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L</p>	<p>Grammatical Skills in Context</p> <p>Vocabulary Acquisition</p> <p>Practical Application of Conventions</p>	<p>Vocabulary Words</p> <p>Wariner’s English Grammar and Composition</p> <p>Sadlier-Oxford Grammar for Writing</p>	<p>Assignments</p> <p>Formative and Summative Assessments</p>	<p>10 days</p>
--	--	--	--	---	----------------

Scranton School District
Curriculum Guide

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Quarter 4 <u>Selections of Poetry</u> <u>Choose from</u> Restoration, Romantic, Victorian, Modern, Post-Modern</p>	<p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.F CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.O CC.1.5.11-12 K</p>	<p>Historical Context</p> <p>Literary Terms: metaphysical poetry, apostrophe, conceit, paradoxes, oxymoron, analogy, epigram, tone, romantic, carpe diem, ode, diction, figurative language, poetic effects, satire, imagery, simile, metaphor, personification, question, poetic sound devices.</p> <p>Vocabulary in context:</p> <ul style="list-style-type: none"> • See Appendix A 	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Analytical Writing Assignment (Essay 2-3 pages with citations)</p> <p>Student Generated Assessment Formative and Summative</p>	<p>16 days</p>

**Scranton School District
Curriculum Guide**

<p>Selection of Modern Literature (Drama, Novel, Short Story) <u>Choose from available texts:</u> <i>The Importance of Being Earnest</i> <i>Frankenstein</i> <i>And Then There Were None</i></p>	<p>CC.1.2.11-12.A CC.1.2.11-12.B CC.1.2.11-12.C CC.1.2.11-12.D CC.1.2.11-12.F</p> <p>CC.1.3.11-12.A CC.1.3.11-12.B CC.1.3.11-12.C CC.1.3.11-12.D CC.1.3.11-12.E CC.1.3.11-12.F CC.1.3.11-12.H</p> <p>CC.1.4.11-12.H CC.1.4.11-12.I CC.1.4.11-12.K CC.1.4.11-12.L CC.1.4.11-12.O</p> <p>CC.1.5.11-12.A CC.1.5.11-12.B CC.1.5.11-12.C CC.1.5.11-12.D CC.1.5.11-12.E CC.1.5.11-12.G</p>	<p>Historical Context Types of Literature: short stories, plays, novels, mystery</p> <p>Vocabulary in context:</p> <ul style="list-style-type: none"> • See Appendix A 	<p><i>Prentice Hall Literature: The British Tradition</i></p> <p>Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes</p>	<p>Teacher prepared tests, quizzes, etc. Analytical</p> <p>Writing Assignment (2-3 page min)</p> <p>Student Generated Assessment Formative and Summative</p>	<p>16 days</p>
---	--	--	---	--	----------------

**Scranton School District
Curriculum Guide**

Vocabulary and Grammar Conventions Writing Skills	CC.1.4.11-12.A CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.E CC.1.4.11-12.F CC.1.4.11-12.H CC.1.4.11-12.J CC.1.4.11-12.K CC.1.4.11-12.L	Grammatical Skills in Context Vocabulary Acquisition Practical Application of Conventions	Vocabulary Resources Warriner’s English Grammar and Composition	Assignments Formative and Summative Assessments	10 days
Final Review and Exam	All previously listed	All previously listed	<i>Prentice Hall Literature: The British Tradition</i> Select From: Classroom Reading Class discussion PowerPoint Guided reading Video clips Teacher model Small group work Teacher Notes	Summative Assessment	10 days

**Scranton School District
Curriculum Guide**

Appendix A

Q3 Vocabulary in Context:

- valor, treasons, liege, sovereign, imperial, augment, multitudinous, palpable, equivocate, stealthy, predominance, indissoluble, infirmity, dauntless, jocund, malevolence, pernicious, intemperance, judicious, sundry, avarice, credulous, perturbation, pristine, clamorous, harbingers

Q4 Vocabulary in Context:

- *(Restoration)* Profanation, laity, trepidation, breach, contention, piety, intermit, covetousness, coyness, amorous, languish, prime, wan, obdurate, tempestuous, transcendent, suppliant, ignominy
- *(Romantic)* dominion, impudence, winsome, discretion, inconstantly, vales, symmetry, aspire, recompense, roused, presumption, anatomize, confounded, sordid, stagnant, averred, sojourn, expiated, reverence, sinuous, tumult, arbiter, tempests, torrid, fathomless, retort, insensible, credulous, copious, visage, verge, sepulcher, impulse, blithe, profuse, vernal, satiety, ken, surmise, gleaned, teeming, vintage, requiem.
- *(Victorian)* diffusive, churls, waning, furrows, countenance, officious, munificence, dowry, eludes, vestige, sublime, minions, tranquil, cadence, turbid, dominion, contrite, languish, rapturous, gaunt, terrestrial, biography, grandeur, blight, rue,
- *(Modern/Postmodern)* clamorous, conquest, anarchy, conviction, paltry, artifice, galled, refractory, dispensation, supplication, tumid, sequestered, topographical, affinities, prenatal, intrigues