

**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** English IV

**Timeline:** Full Year; 5 Credits

**Course Description:**

In this course, students will develop reading and writing skills that align with the New Jersey Student Learning Standards. Students will read a variety of texts--including excerpts from novels, short stories, poems, plays, and informational articles and documents. Students will engage in independent reading based on interest and reading level. Students will also compare works of literature to other forms of multimedia, including art and film. This course will also focus on students' development in writing narrative, argumentative, and explanatory pieces.

**Course Outline:**

- I. Nonfiction/Argumentative
- II. Fiction/Narrative
- III. Historical/Informational
- IV. Poetry/Analytic

Refer to the attached curriculum map for a detailed outline of course objectives.

**Curriculum Alignment:**

New Jersey Student Learning Standards - English

**Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

**Adoption Date:**

June 2024

**Union County Educational Services Commission  
Curriculum Mapping – English IV**

<b>Topics</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>	<b>UNIT 4</b>
<b>Length of Unit</b>	approx. 10 weeks Marking Period 1	approx. 10 weeks Marking Period 2	approx. 10 weeks Marking Period 3	approx. 10 weeks Marking Period 4
<b>Essential Question(s) and/ or Big Idea(s)</b>	What makes an argument effective?	How can language be powerful?	How can we learn from our past to prepare for our future?	What makes analysis unique?
<b>Reading Focus/Writing Focus</b>	Nonfiction/Argumentative	Fiction/Narrative	Historical/Informational	Poetry/Analytic
<b>Target Standards-Reading</b>	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact</p>	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they</p>	<p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account</p>	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an</p>

	<p>and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p>	<p>interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p>	<p>or analysis; provide an objective summary of the text.</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).</p>	<p>informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including</p>
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	<p>RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p>		<p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p>	<p>technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).</p> <p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge,</p>
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			<p>RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p> <p>RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p>	<p>historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p>
<p><b>Target Standards-Writing</b></p>	<p>W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s),</p>	<p>W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of</p>	<p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

	<p>counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as</p>	<p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as</p>
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	<p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.11–12.5. 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</p>	<p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual</p>	<p>metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual</p>
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	<p>subject, demonstrating understanding of the subject under investigation.</p> <p>W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>L.SS.11–12.1. Demonstrate command of the system and</p>		<p>(such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.SE.11–12.6. 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</p>	<p>(such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>
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	<p>structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>		<p>plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>	<p>sitting or a day or two) for a range of tasks, purposes.</p> <p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>
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Reading Skills	Close Reading	Close Reading	Close Reading	Close Reading
Point of view	Point of view	Annotation to identify textual evidence	Point of view	Annotation to identify textual evidence
Annotation to identify textual evidence	Annotation to identify textual evidence	Identify and analyze theme	Annotation to identify textual evidence	Compare and contrast two pieces of writing
Make Inferences	Make Inferences	Analyzing author's use of	Make Inferences	Characterization
Summarize	Summarize	<ul style="list-style-type: none"> <li>● Dialogue</li> <li>● Pacing</li> <li>● Word choice</li> <li>● Mood</li> <li>● Tone</li> <li>● Figurative language</li> </ul>	Summarize	Point of View
Identify Main Idea and Central Idea	Identify Main Idea and Central Idea		Identify Main Idea and Central Idea	Identify and Analyze:
Identify Point of View	Identify Point of View	Characterization	Identify Point of View	<ul style="list-style-type: none"> <li>● Tone</li> <li>● Figurative, Connotative, and Technical Meaning</li> <li>● Meaning through context</li> <li>● Impact of word choice on meaning</li> </ul>
Understand the importance of sequencing in making meaning	Understand the importance of sequencing in making meaning	Identify Point of View	Understand the importance of sequencing in making meaning	
Identify cultural experience from a non-U.S. text	Identify cultural experience from a non-U.S. text	Identify and analyze conflict	Identify cultural experience from a non-U.S. text	Sequence of Events (including non-chronological sequencing)
Determine how the author advances the point of view or purpose	Determine how the author advances the point of view or purpose	Identify cultural experience from world literature	Determine how the author advances the point of view or purpose	Purpose of sequencing
Analyze U.S. documents and how they address themes and concepts	Analyze U.S. documents and how they address themes and concepts	Apply historical knowledge to a piece of literature	Analyze U.S. documents and how they address themes and concepts	
Determine the validity of claims presented by an author	Determine the validity of claims presented by an author	Compare and contrast two pieces of writing	Determine the validity of claims presented by an author	

	Compare and contrast two pieces of writing		Compare and contrast two pieces of writing	
<b>Writing Skills</b>	<p>Write arguments to support claims</p> <p>Write informative texts to explain complex ideas</p> <p>Outlining</p> <p>Create and develop thesis/claim</p> <p>Citing textual evidence</p> <p>Sequencing</p> <p>Analyzing evidence to support claims</p> <p>Writing counterclaims and supporting them with evidence</p> <p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing</p>	<p>Determine how to sequence the events of a narrative</p> <p>Purposefully sequence events to add to meaning and narrative effect</p> <p>Utilize narrative techniques in writing (dialogue, pacing, description, character)</p> <p>Writing conclusions for narrative</p> <p>Revising</p> <p>Utilize elements of fiction in writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>Write arguments to support claims</p> <p>Write informative texts to explain complex ideas</p> <p>Outlining</p> <p>Create and develop thesis/claim</p> <p>Citing textual evidence</p> <p>Sequencing</p> <p>Analyzing evidence to support claims</p> <p>Writing counterclaims and supporting them with evidence</p> <p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing</p>	<p>Write arguments to support claims</p> <p>Analyze details and explain how they prove the claim</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Analyze the development of a complex text</p> <p>Use transitions in writing</p> <p>Use content-specific vocabulary correctly</p> <p>Use formal or informal writing in the correct situation</p> <p>Creative Writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>

	<p>using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>		<p>using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	
<b>Assessment</b>	Read articles, multiple choice & open-ended response	Short Story, multiple choice & open-ended response	Historical Document, multiple choice & open-ended response	Compare and contrast a poem with a song, multiple choice & open-ended response