



English IV Curriculum

Board Approved: 02/19/2026

Course Information

High School Full Year Course

Course Description:

English IV is a senior-level course that deepens students' ability to read, analyze, and respond to complex texts across genres—including memoir, informational texts, drama, novels, and multimedia—while exploring how authors use structure, style, and context to shape meaning and how literature reflects personal experience, cultural perspectives, and universal themes. Throughout the year, students synthesize ideas across texts, apply critical thinking to interpret and evaluate significant issues, and refine their writing through authentic tasks such as personal narratives, research-based writing, literary analysis, and thematic exploration. They learn to evaluate sources, integrate evidence effectively, and communicate ideas clearly through a recursive process of drafting, revising, and editing, while speaking and listening skills are strengthened through discussions, collaborative work, and formal presentations that require purposeful expression and respectful engagement with differing viewpoints. By the end of the course, students will demonstrate independence as readers, writers, researchers, and communicators, equipped with the literacy, analytical, and communication skills needed for success in college, career, and civic life.

Transfer Goals:

- Students will effectively read, write, and speak English to communicate, comprehend, analyze, and problem-solve as culturally literate, collaborative members of society.
- Students will read and comprehend a range of complex texts and media for various audiences and purposes.
- Students will compose blended genre writing responses to show comprehension and analysis of various audiences and purposes.
- Students will clearly and effectively communicate their understanding to an authentic audience.

Curriculum Standards: [Missouri Learning Standards](#)

Curriculum Resource(s):

priority standards indicated in **bold*

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Family Notification Procedures

Grades 6-12

Whole Class Books

- Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.
- If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.

Library Books

- Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.
- [How Parents/Guardians Can Monitor Student Book Selections](#)

Open Choice Books

- When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.
- For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.

priority standards indicated in **bold*

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Unit 1: Memoirs & Personal Essays

Timeframe: 3-5 weeks

Unit Description: In this unit, students will read a collection of memoirs and personal essays that explore the complex ways identity is shaped by culture, experience, and personal reflection. Through the voices of diverse authors, students will examine how writers use personal experience to reveal universal truths about belonging, resilience, and self-discovery. Through close reading, students will analyze how authors craft voice, structure, and tone to convey meaning and evoke emotion. They will study how memoirists use reflection, imagery, and narrative techniques to connect personal experiences to broader social, cultural, or historical contexts. As a culminating task, students will write their own memoir or personal essay that explores a significant experience or aspect of their identity, applying the narrative and stylistic techniques studied throughout the unit.

Enduring Understandings:

- We can learn about others through their stories and how these stories are told.
- We are defined by moments and experiences in our lives.
- We can tell others about our lives through these moments and experiences.

Essential Questions:

- What can I learn about others from their stories?
- What writing techniques are used to tell a story effectively?
- What moments and experiences define me?
- How do I tell my story?

Unit 1 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
R1D	• I can identify and analyze two or more themes in a text, track how they develop, relate them to human nature and the world, and provide an objective and concise summary of the text.
R12A	• I can analyze how an author's choices concerning how to structure a text or sequence information impact the reader.
R12C	• I can evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
R13C	• I can evaluate how an author's work shows their historical and cultural perspective.
W2A	• I can follow a writing process to create clear and well-organized writing that suits the task, purpose, and audience, using techniques from narrative, expository, and argumentative writing when appropriate.
W3A	• I can review, revise, and edit my writing to make it clear and focused, using precise language, correct grammar, and appropriate transitions to enhance the reader's understanding and experience.

priority standards indicated in **bold*

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Unit 2: Research Writing

Timeframe: 8-10 Weeks

Unit Description: In this unit, students focus on acquiring the habits and skills of effective researchers. Students will learn to consider the scope and availability of information as they identify a research topic. As they gather information on their topic, students will learn to evaluate sources, access and utilize multiple source types (internet, database, & print), and synthesize that information in a cohesive, engaging, blended-genre writing that expresses an original opinion on the topic.

Enduring Understandings:

- Some sources of information are more reliable than others.
- Consulting multiple reliable sources of information is important when formulating an opinion or understanding.
- Multi-genre writing allows for creative expression and exploration of complex themes.

Essential Questions:

- How do I differentiate between reliable and unreliable sources of information?
- How do I organize and synthesize information from multiple sources?
- How can I use my writing to engage, persuade, and inform?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
W1A	• I can research by combining and comparing ideas from multiple texts to understand and explain complex issues.
W2A	• I can follow a writing process to create clear and well-organized writing that suits the task, purpose, and audience, using techniques from narrative, expository, and argumentative writing when appropriate.
W3A	• I can review, revise, and edit my writing to make it clear and focused, using precise language, correct grammar, and appropriate transitions to enhance the reader's understanding and experience.
RI1A	• I can draw conclusions, make inferences, and analyze texts by citing relevant evidence to support both what the text says directly and what can be inferred, including handling uncertainties in the text.
RI1D	• I can identify and analyze two or more themes in a text, track how they develop, relate them to human nature and the world, and provide an objective and concise summary of the text.
RI2A	• I can analyze how an author's choices concerning how to structure a text or sequence information impact the reader.
RI2D	• I can evaluate an author's argument by assessing its effectiveness, validity, logic, credibility, and relevance of the evidence.

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RI3B	• I can evaluate how effectively two or more texts develop similar ideas/topics.
RI3D	• I can read and understand informational texts on my own and with proficiency.

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Unit 3: Engaging Presentations

Timeframe: 2-3 Weeks

Unit Description: In this unit, students strengthen their skills in researching, speaking, listening, and presenting to effectively communicate ideas to an authentic audience. Students will select a meaningful topic and use credible sources to gather, evaluate, and synthesize information that supports their message. Emphasis is placed on transforming research into engaging presentations that demonstrate clear organization, purposeful delivery, and thoughtful design choices. Students will also practice active listening and constructive feedback to refine their communication and deepen understanding of multiple perspectives.

Enduring Understandings:

- Effective communication relies on clear organization, credible research, and purposeful delivery.
- Strong speaking and listening skills are essential for success beyond the classroom.
- Presentations allow individuals to inform, persuade, and inspire a wider audience.
- Listening to diverse perspectives deepens understanding and shapes informed decisions.

Essential Questions:

- How can research be used to inform and strengthen a presentation?
- How can information be presented most effectively for a specific audience and purpose?
- What strategies make a presentation accessible, engaging, and meaningful to listeners?

Unit 3 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>W1A</u>	• I can research by combining and comparing ideas from multiple texts to understand and explain complex issues.
<u>W2A</u>	• I can follow a writing process to create clear and well-organized writing that suits the task, purpose, and audience, using techniques from narrative, expository, and argumentative writing when appropriate.
<u>W3A</u>	• I can review, revise, and edit my writing to make it clear and focused, using precise language, correct grammar, and appropriate transitions to enhance the reader's understanding and experience.
<u>SL1C</u>	• I can thoughtfully respond to different viewpoints from various sources, combine claims from all sides of an issue, and adjust or support my views based on the evidence and reasoning presented.
<u>SL2A</u>	• I can speak clearly and directly, using appropriate language for the task, purpose, and audience, while varying my volume, pitch, and pace to keep listeners engaged.
<u>SL2B</u>	• I can maintain eye contact with different listeners while speaking, use gestures or

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	movements to highlight important points, and avoid distracting body language or mannerisms.
<u>SL2C</u>	• I can plan and deliver appropriate presentations based on the task, audience, and purpose, making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest, conveying a clear and distinct perspective.

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Unit 4: Literary Character Analysis

Timeframe: 8-9 weeks

Unit Description: In this unit, students focus on reviewing literary skills associated with reading fiction. Students will read a full-length novel or play and complete activities throughout the unit, focusing on how an author develops characters to build a story. The culminating assessment for this unit is a choice board with a focus on character analysis.

Enduring Understandings:

- Authors use characters to further the plot of a story.
- Characters often change throughout a story.
- The events in a story can be influenced by the motivations of a character.

Essential Questions:

- How are characters used to further the plot of a story?
- How do a character's experiences and choices contribute to their growth throughout a text?
- How can a character's motivations influence the events in a story?

Unit 4 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A	• I can draw conclusions, make inferences, and analyze texts by citing relevant evidence to support both what the text says directly and what can be inferred, including handling uncertainties in the text.
RL1D	• I can identify and analyze two or more themes in a text, track how they develop, relate them to human nature and the world, and provide an objective and concise summary of the text.
RL2D	• I can evaluate how an author's choices affect the development and connection of different elements within a text.
RL2B	• I can analyze a text by figuring out the difference between what is directly stated and what is implied by the story's point of view.
RL3D	• I can read and understand literature, including stories, dramas, and poems, on my own with proficiency.
W2A	• I can follow a writing process to create clear and well-organized writing that suits the task, purpose, and audience, using techniques from narrative, expository, and argumentative writing when appropriate.
W3A	• I can review, revise, and edit my writing to make it clear and focused, using precise language, correct grammar, and appropriate transitions to enhance the reader's understanding and experience.

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Unit 5: Discussing Literary Themes

Timeframe: 8-9 weeks

Unit Description: This unit will focus on the analysis of literary themes throughout a longer, complex text (such as a novel) or a collection of shorter, complex texts (such as poems). Students will read for comprehension and meaning, identifying and tracking the development over the course of their reading. Additionally, students will learn and practice how to effectively communicate in a group setting through open, democratic discussions. The unit will culminate with a presentation.

Enduring Understandings:

- A theme can be tracked through a piece or multiple pieces of text.
- We can participate in discussions about the literature we read.
- Through collaborative interpretation and discourse, individuals deepen their understanding of complex ideas and refine their ability to communicate effectively.

Essential Questions:

- How do authors develop a theme throughout a text or multiple texts?
- Why do people discuss the literature they read?
- How do our collective interpretations and discussions of texts shape our understanding of complex ideas and effective communication?

Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>RL1A</u>	• I can draw conclusions, make inferences, and analyze texts by citing relevant evidence to support both what the text says directly and what can be inferred, including handling uncertainties in the text.
<u>RL1D</u>	• I can identify and analyze two or more themes in a text, track their development, relate them to human nature and the world, and provide an objective and concise summary of the text.
<u>RL2A</u>	• I can evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
<u>RL2C</u>	• I can evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
<u>RL2D</u>	• I can evaluate how an author's choices affect the development and connection of different elements within a text.
<u>RL3B</u>	• I can synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
<u>W2A</u>	• I can follow a writing process to create clear and well-organized writing that suits the task, purpose, and audience, using techniques from narrative, expository, and argumentative writing when appropriate.

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<u>W3A</u>	● I can review, revise, and edit my writing to make it clear and focused, using precise language, correct grammar, and appropriate transitions to enhance the reader's understanding and experience/
<u>SL1A</u>	● I can work with my peers to have respectful, functional discussions and make decisions, set clear goals and deadlines, and define individual roles as needed.
<u>SL2B</u>	● I can maintain eye contact with different listeners while speaking, use gestures or movements to highlight important points, and avoid distracting body language or mannerisms/
<u>SL2C</u>	● I can evaluate how an author's word choices and sentence structure affect the meaning, tone, and overall impact of a text.

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