

**Argenta-Oreana High School  
English IV**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
First and second semester	1B5a, 1B5c, 1B5d, 2B5a, 2B5b, 3A5, 3B5, 3C5a	<p><b>Book Reports</b> How do I engage with what I read?</p> <p><b>Content/Skills</b></p> <ul style="list-style-type: none"> <li>• Time management</li> <li>• Content summarizing</li> <li>• Critical evaluation</li> <li>• Writing skills including spelling, sentence, and paragraph use, clarity and conciseness, and organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Five book reports over the course of the year</li> <li>• Two (typed) or three (handwritten)-page book report; at least half required length is reader's opinions and reaction, the rest summary</li> <li>• Assessment based on completeness of summary; mechanics; length and formatting requirements</li> </ul>
First and second semester	1A5a	<p><b>Vocabulary lists</b></p> <p><b>Content/Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding definitions of words</li> <li>• Knowing and using parts of speech</li> <li>• Incorporating new words in sentences</li> <li>• Memorization</li> </ul>	<ul style="list-style-type: none"> <li>• Sporadically (approximately 8-10 times per year), students will turn in a list of five vocabulary words chosen by them from the books for their book reports; they are to include the word, the</li> </ul>

**Argenta-Oreana High School  
English IV**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
			<p>appropriate definition, the part of speech, and the sentence from the book</p> <ul style="list-style-type: none"> <li>• Students will contribute to a class list of twenty words and will be quizzed over their definitions</li> <li>• Prior to quizzes, students will need to write original sentences using the vocabulary words correctly</li> </ul>
<p>August-September</p>	<p>1B5a, 1B5b, 1B5c, 1B5d, 2A5a, 2A5b, 2A5c, 2A5d, 2B5a, 3C5a, 4B5a,</p>	<p><b>Unit- Anglo-Saxon/Medieval Literature</b>            How does the literature of the time reflect societal values?            How did the literature of the time contribute to culture?  <b>Content/Skills-</b></p> <ul style="list-style-type: none"> <li>• Background notes on early British history</li> <li>• Epics—notes and read excerpt from <i>Beowulf</i> and discuss Homer’s works</li> <li>• Anglo-Saxon poetry – “The Wanderer” &amp; “The Wife’s Lament”</li> <li>• Chaucer’s role in the development of English – notes and read from the prologue of <i>The Canterbury Tales</i> in Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Give an example of an epic supported by three common elements (writing)</li> <li>• Illustrate your vision of Grendel from <i>Beowulf</i> <b>or</b> write a creative news story as if contemporary to the events in the story</li> </ul>

**Argenta-Oreana High School  
English IV**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
		<p>English and translated, “The Wife of Bath’s Tale” and “The Pardoner’s Tale”</p> <ul style="list-style-type: none"> <li>• Medieval ballads – read “Get Up and Bar the Door” and “Barbara Allen”</li> <li>• Morality, Miracle, and Mystery plays – read about</li> <li>• Romance and Legend—notes and read from <i>Le Morte d’Arthur</i> and “Sir Gawain and the Green Knight”</li> <li>• Watch <i>Monty Python and the Holy Grail</i> as informed, intelligent parody of the era and its literature</li> <li>• Through this content, students will use interpretive and critical reading and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Profile a character from the prologue of <i>Canterbury Tales</i>, explaining his/her personality, occupation, and physical description in at least ½ page</li> <li>• Creative project centered on <i>Canterbury Tales</i>; options include a modern rewrite, a dramatization, memorized recitation, planning a movie version with casting and a poster</li> <li>• Unit test comprised of true/false, matching, and multiple choice questions</li> <li>• Worksheets for many of the selections that focus on a variety</li> </ul>

**Argenta-Oreana High School  
English IV**

Date Semester	IL Learning Standards	Unit and/or Essential Question Content and/or Skills	Assessments and/or Products
			of literary concepts such as theme, poetic devices, plot, etc.
October-November	1A5b, 1B5a, 1B5b, 1B5c, 1B5d, 2A5a, 2A5b, 2A5c, 2A5d, 2B5a	<p><b>Unit- English Renaissance</b> How did the writers of the time reflect and alter society?</p> <p><b>Content/Skills</b></p> <ul style="list-style-type: none"> <li>• Background notes on Renaissance-era history and literature</li> <li>• Pastoral poetry and parody—read “The Passionate Shepherd to His Love” and “The Nymph’s Reply to the Shepherd”</li> <li>• Sonnets – notes on iambic pentameter and sonnets, read selections from E. Spenser and W. Shakespeare</li> <li>• Shakespeare – notes on Renaissance theatre and Shakespeare’s importance/influence</li> <li>• John Donne – read “A Valediction: Forbidding Mourning” and Holy Sonnet 10</li> <li>• Love poetry – read and contrast Jonson’s “Still to be Neat” and Marvell’s “To His Coy Mistress”</li> <li>• Milton – notes and read an excerpt from <i>Paradise Lost</i></li> <li>• Through this content, students will use interpretive and critical reading and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Unit test comprised of true/false, matching, and multiple choice questions (includes questions over <i>Macbeth</i>)</li> <li>• Worksheets for many of the selections that focus on a variety of literary concepts such as theme, poetic devices, plot, etc.</li> </ul>
October-November	1A5b, 1B5a, 1B5b, 1B5c, 1B5d, 2A5a, 2A5b, 2A5c, 2A5d, 3C5a,	<p><b>Unit- English Renaissance – <i>Macbeth</i></b></p> <p><b>Content/Skills</b></p> <ul style="list-style-type: none"> <li>• Read Shakespeare’s play <i>Macbeth</i> with students reading roles aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Plot review worksheets for each act</li> <li>• Various other worksheets</li> </ul>

**Argenta-Oreana High School  
English IV**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
	4B5a	<ul style="list-style-type: none"> <li>• Watch Roman Polanski’s film of <i>Macbeth</i></li> <li>• Interpretive and critical reading skills</li> <li>• Reading aloud/performing for an audience</li> </ul>	<p>pertaining to theme, language, character, poetics, etc.</p> <ul style="list-style-type: none"> <li>• A character chart, following the actions of main characters throughout the play and identifying their main goals and your impression of them</li> <li>• Creative project with options including four detailed illustrations accompanied by relevant quotes; memorized performance and translation into contemporary language, planning a movie adaptation in a contemporary setting with casting and a poster, a</li> </ul>

**Argenta-Oreana High School  
English IV**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
			<p>scale model of a set design for one of the scenes, and a research paper on Scottish history, Elizabethan theatre, or witchcraft in the 1600s</p>
November-December	1A5b, 1B5a, 1B5b, 1B5c, 1B5d, 2A5a, 2A5b, 2A5c, 2A5d, 2B5a,	<p><b>Unit- The Enlightenment Content/Skills-</b></p> <ul style="list-style-type: none"> <li>• Background notes on the history surrounding the Enlightenment and its literature</li> <li>• Nonfiction – read selections from Pepys’ diary, notes on epigrams and read selections from Pope, and read about nonfiction of the 18<sup>th</sup> century</li> <li>• Satire – notes on Swift and satire and read “A Modest Proposal”, watch an episode of <i>The Simpsons</i></li> <li>• The Novel – read about <i>Robinson Crusoe</i></li> <li>• Samuel Johnson – notes on Johnson, read “On Idleness”, read excerpts from his dictionary, read excerpts from Boswell’s “The Life of Samuel Johnson”, watch <i>Black Adder</i> episode about Johnson</li> <li>• Elegy – read Gray’s elegy</li> <li>• Through this content, students will use interpretive and critical reading and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Write a fabricated diary entry about an important recent event</li> <li>• Identify the objects and techniques of satire in an episode of <i>The Simpsons</i></li> <li>• Unit test comprised of true/false, matching, and multiple choice questions</li> <li>• Worksheets for many of the selections that focus on a variety of literary concepts such as theme,</li> </ul>

**Argenta-Oreana High School  
English IV**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
			plot, etc.
December	1A5b, 1B5a, 1B5b, 1B5c, 1B5d, 2A5a, 2A5b, 2A5c, 2A5d, 2B5a,	<p><b>Unit – Romanticism</b> <b>Content/Skills-</b></p> <ul style="list-style-type: none"> <li>• Background notes on Romanticism and historical context</li> <li>• Blake – notes, read “The Lamb”, “The Tyger”, “The Fly”, and “The Sick Rose”</li> <li>• Wordsworth and Coleridge – notes and read “Composed Upon Westminster Bridge...”, “The World Is Too Much With Us”, “It Is A Beauteous Evening”, “I Wandered Lonely As a Cloud”, and “Kubla Khan”</li> <li>• Byron, Shelley &amp; Keats – notes, read “She Walks in Beauty”, “When We Two Parted”, “Ozymandius”, “Ode To The West Wind”, “Ode On A Grecian Urn”, “When I Have Fears That I May Cease to Be”, and “Bright Star, Would I Were As Steadfast As Thou Art”</li> <li>• <i>Frankenstein</i> – read about the novel</li> </ul>	<ul style="list-style-type: none"> <li>• Unit test comprised of true/false, matching, and multiple choice questions</li> <li>• Worksheets for many of the selections that focus on a variety of literary concepts such as theme, poetics, plot, etc.</li> </ul>
January	1A5b, 1B5a, 1B5b, 1B5c, 1B5d, 2A5a, 2A5b, 2A5c, 2A5d, 2B5a,	<p><b>Unit- Victorian era</b> <b>Content/Skills-</b></p> <ul style="list-style-type: none"> <li>• Background notes on Victorian history and literature</li> <li>• Tennyson- notes, read “The Lady of Shalott” and “In Memoriam” 27</li> <li>• Robert Browning- read “My Last Duchess” and “Porphyria’s Lover”</li> <li>• Comparing views of the nature of romance, love, and marriage; read and contrast E.B. Browning’s sonnet 43 from “Sonnets from the Portuguese” and C. Bronte’s letter ‘warning against passion’</li> </ul>	<ul style="list-style-type: none"> <li>• Viewing guide questions for the films of <u>Sense &amp; Sensibility</u> and <u>Oliver Twist</u></li> <li>• Write a short essay response to a topic inspired by the plot and theme of “Christmas Storms</li> </ul>

**Argenta-Oreana High School  
English IV**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
		<ul style="list-style-type: none"> <li>• Jane Austen- notes, read about <u>Pride &amp; Prejudice</u>, watch Ang Lee’s film of <u>Sense &amp; Sensibility</u> noting philosophies similar to those in the E.B. Browning and Bronte readings</li> <li>• The novel- read about the development of the form, George Eliot, and the Brontes</li> <li>• The short story- read Gaskell’s “Christmas Storms &amp; Sunshine”, Coleridge’s “The King Is Dead, Long Live the King”, and Kipling’s “The Miracle of Purun Bhagat”</li> <li>• Poetry- read Arnold’s “Dover Beach”, Housman’s “When I Was One-And-Twenty” and “To An Athlete Dying Young”, and Hopkins’ “Pied Beauty” and “Spring and Fall: To a Young Girl”</li> <li>• Charles Dickens- notes, read the text’s profile, watch David Lean’s film of <u>Oliver Twist</u></li> <li>• Thomas Hardy- notes, read “The Man He Killed” and “Ah, Are You Digging On My Grave?”</li> </ul>	<p>&amp; Sunshine”</p> <ul style="list-style-type: none"> <li>• Write a fictional obituary for the character Purun Dass/Bhagat</li> <li>• Unit test comprised of true/false, matching, and multiple choice questions</li> <li>• Worksheets for many of the selections that focus on a variety of literary concepts such as theme, plot, poetics, etc.</li> </ul>
February	1B5a, 1B5b, 1B5c, 1B5d, 1C5a, 1C5b, 1C5d, 2A5b, 2A5d, 2B5a, 3A5, 3C5a	<p><b>Unit- Victorian era- <i>The Mayor Of Casterbridge</i> or <i>Great Expectations</i></b></p> <ul style="list-style-type: none"> <li>• Read the novel aloud in class and independently as homework.</li> <li>• Discuss themes, plot structure, character development, and symbolism in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes over reading selections</li> <li>• Choose a topic from a list of six choices and write a three page typed essay response. This will deal with character</li> </ul>

**Argenta-Oreana High School  
English IV**

Date Semester	IL Learning Standards	Unit and/or Essential Question Content and/or Skills	Assessments and/or Products
			and/or thematic analysis
March	1A5b, 1B5a, 1B5b, 1B5c, 1B5d, 2A5a, 2A5b, 2A5c, 2A5d, 2B5a,	<p><b>Unit – Modernism</b></p> <ul style="list-style-type: none"> <li>• Background notes over the historical circumstances that influenced the writers and artistic trends/movements</li> <li>• Ireland- Discussion of the emergence of Ireland’s cultural presence through literature. Read WB Yeats’ “The Second Coming” and Lady Gregory’s “The Rising of the Moon”</li> <li>• World War I- Read Yeats’ “An Irish Airman Foresees His Death” and Rupert Brooke’s “The Soldier”, comparing and contrasting the viewpoints. Read the excerpt from Vera Brittain’s memoir <u>Testament of Youth</u>.</li> <li>• Irony – Read the exploration of Modernist ironic sensibilities.</li> <li>• Class and Commerce- Read D.H. Lawrence’s “The Rocking-Horse Winner” and Katherine Mansfield’s “A Cup of Tea”</li> <li>• T.S. Eliot- Read the text’s profile. Read “Preludes” and “The Hollow Men”</li> <li>• Joyce- Notes over Joyce’s major works. Read the text’s introduction to <u>Ulysses</u> as well as samples from that novel and <u>Finnegans Wake</u> via handouts. Read “Araby”</li> <li>• Woolf- Notes, read the text’s introduction to her style, and read “The Duchess and the Jeweler”</li> <li>• Read Dylan Thomas’ “Do Not Go Gentle Into That Good Night”</li> <li>• Read Elizabeth Bowen’s “The Demon Lover”</li> <li>• Orwell- Notes and read “A Hanging”</li> </ul>	<ul style="list-style-type: none"> <li>• Unit test comprised of true/false, matching, and multiple choice questions</li> <li>• Worksheets for many of the selections that focus on a variety of literary concepts such as theme, poetics, plot, etc.</li> <li>• Students will write a poem the style of which reflects their perspective of modern life</li> <li>• Quiz over <u>The Third Man</u></li> </ul>

**Argenta-Oreana High School  
English IV**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
		<ul style="list-style-type: none"> <li>• Graham Greene- Read the book's introduction and watch <u>The Third Man</u></li> </ul>	
April – May	1A5b, 1B5a, 1B5b, 1B5c, 1B5d, 2A5a, 2A5b, 2A5c, 2A5d, 2B5a,	<p><b>Unit – Contemporary British Literature</b></p> <ul style="list-style-type: none"> <li>• Background notes on historical and social circumstances and literary trends</li> <li>• 1<sup>st</sup> Person Narratives- read the article on point of view; read Lively's "At the Pitt-Rivers", Sparks' "The First Year of My Life", and Gordimer's "Six Feet of the Country" and consider the reliability and objectivity of the narrative voice.</li> <li>• Stevie Smith- read "The Frog Prince" and "Not Waving, But Drowning"</li> <li>• Harold Pinter- read "That's All", watch the Peter Hall film of "The Homecoming"</li> <li>• Colonial after-effects- read the article on literature as social criticism; read Trevor's "The Distant Past" and Achebe's "A Civil Peace"</li> </ul>	<ul style="list-style-type: none"> <li>• Unit test</li> <li>• Worksheets</li> </ul>
?	3A5, 3B5, 3C5a, 3C5b, 5A5a, 5B5a, 5B5b, 5C5a, 5C5b	<p><b>Unit- Research writing</b></p> <ul style="list-style-type: none"> <li>• Notes on the purpose of a research paper and the benefits of the project</li> <li>• Choosing a topic- notes on how to narrow down a topic; brainstorming exercise</li> <li>• Finding and evaluating sources- notes; exploration of an academic search engine; research in a library (opportunity pending)</li> <li>• Notes- notes on formatting of source and note cards and internal citation; exploration of plagiarism and how to avoid it</li> <li>• Outlining- notes; review a sample outline; recognition of</li> </ul>	<ul style="list-style-type: none"> <li>• Write a research paper with preliminary assignments of finding and evaluating sources, note cards, practicing writing techniques, outlines, planning a thesis, and peer evaluations</li> </ul>

**Argenta-Oreana High School  
English IV**

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
		<p>different outlining techniques</p> <ul style="list-style-type: none"> <li>• Thesis- notes on requirements of a thesis statement; practice forming a thesis</li> <li>• Writing- notes on introduction and conclusion tips; exploration of the Fact, Transition, Comment formula; reading of a sample research paper; proofreading and peer evaluation exercises; notes about works cited pages</li> <li>• Final draft, with correct formatting, bibliography and title page</li> </ul>	
			•