

**RIDGECROFT SCHOOL
ENGLISH LANGUAGE ARTS PLANNING GUIDE**

**ENGLISH IV
THE BRITISH TRADITION**

This guide consists of three parts: a Pacing Guide, the NC Standard Course of Study, and the Writing Portfolio Requirements for English IV.
Grammar and Vocabulary lessons will be integrated.

PACING GUIDE

TOPICS/CONCEPTS	TIME	OBJECTIVES	RESOURCE(S) LITERATURE (Prentice Hall)	WRITING PORTFOLIO/ LITERARY ELEMENTS
FIRST GRADING PERIOD	30 DAYS			
FROM LEGEND TO HISTORY: THE OLD ENGLISH & MEDIEVAL PERIODS (449 A.D.-1485) POETRY EPIC	15	1.01, 1.02, 1.03, 4.01, 4.02, 4.03, 4.04, 5.01, 6.01, 6.02	The Seafarer The Wanderer The Wife's Lament From Beowulf	Funeral Oration Lyrics
EPIC	5	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	From Gilgamesh From the Iliad	Epic
CELEBRATING HUMANITY: THE ENGLISH RENAISSANCE (1485-1625) SONNETS	2	1.01, 1.02, 1.03, 4.01 4.02, 4.03, 4.04 5.01, 6.01, 6.02	Shakespearean Sonnets	Personal Response
DRAMA	8	1.01,1.02,2.01,2.02, 4.01, 4.02, 4.03, 5.01, 5.02, 6.01, 6.02	Macbeth	Diary Entry Blank Verse Imagery
SECOND GRADING PERIOD	30 DAYS			
DRAMA	10	1.01, 1.02, 2.01, 2.02, 4.01, 4.02, 4.03, 5.01, 5.02, 6.01, 6.02	Macbeth	Plot Analysis
A TURBULENT TIME: THE 17TH & 18TH CENTURIES (1625-1798) EPIC FICTION POETRY	10	1.01, 1.02, 2.01, 2.02, 2.03, 3.02, 4.01, 4.02, 5.01, 5.02	From Paradise Lost From Gulliver's Travels From The Rape of the Lock	Satire Mock Epic Retelling a story
REBELS & DREAMERS: THE ROMANTIC PERIOD	10	1.01, 1.02, 1.03, 4.01, 4.02, 4.03,	From Frankenstein The Rime of the	Gothic Poetic Sound

(1798-1832) NONFICTION POETRY DRAMA		4.04, 5.03, 6.01, 6.02	Ancient Mariner Ode on a Grecian Urn On Making of an Agreeable Marriage From Sense & Sensibility	Devices Comparison & Contrast
THIRD GRADING PERIOD	30 DAYS			
PROGRESS & DECLINE: THE VICTORIAN PERIOD (1833-1901) POETRY FICTION	8	1.01, 1.02, 1.03, 4.01, 4.02, 4.03, 4.04, 5.03, 6.01, 6.02	My Last Duchess From War & Peace From Jane Eyre Bronte's Remembrance	Dramatic Monologue
NOVEL STUDY	22	1.03,3.01,3.02,3.03 ,3.04,4.01,4.02,4.0 3,5.04	Wuthering H eights	
FOURTH GRADING PERIOD	30 DAYS			
NOVEL STUDY	30	1.03, 3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.04	Wuthering Heights	Writing about a period – evaluating moods created by setting
FIFTH GRADING PERIOD	30 DAYS			
A TIME OF RAPID CHANGE: THE MODERN & POSTMODERN PERIODS (1901-PRESENT) NOVEL STUDY	30	1.03,3.01,3.02,3.03 ,3.04,4.01,4.02,4.0 3,5.04	1984	Interpretation
SIXTH GRADING PERIOD	30 DAYS			
	20	1.03, 3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.04	1984	Literary Analysis
Collection of Short Stories – Collection of Poems by : William Wordsworth, John Keats, William Butler Yeats	10		Handouts – A Rose for Emily, The Most Dangerous Game, The Lottery, The Rocking Horse Winner	Climax & Resolution

10/26/06

NORTH CAROLINA STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study for English IV specifies objectives that teachers will use as a foundation to spiral instruction throughout the school year.

BRITISH LITERATURE

Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature. The emphasis in English IV is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will:

- Express reflections and reactions to texts.
- Explain principles inspired by the curriculum.
- Interpret and qualify texts.
- Research and address issues of public or personal concern.
- Create products and presentations which maintain standard conventions of the written and spoken language

COMPETENCY GOAL 1: THE LEARNER WILL EXPRESS REFLECTIONS AND REACTIONS TO PRINT AND NON-PRINT TEXT AS WELL AS TO PERSONAL EXPERIENCE.

- 1.01 Compose reflective texts that give the audience:
- an understanding of complex thoughts and feelings.
 - a sense of significance (social, political, or philosophical implications).
 - a sense of encouragement to reflect on his or her own ideas.
- 1.02 Respond to texts so that the audience will:
- Empathize with the voice of the text.
 - make connections between the learner's life and the text reflect on how cultural or historical perspectives may have influenced these responses.
 - examine the learner's own response in light of peers' responses recognize features of the author's use of language and how the learner relates these features to his/her own writing.

- 1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:
- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
 - identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
 - providing textual evidence to support understanding of and reader's response to text.
 - demonstrating comprehension of main idea and supporting details.
 - summarizing key events and/or points from text.
 - making inferences, predicting, and drawing conclusions based on text.
 - identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
 - making connections between works, self and related topics.
 - analyzing and evaluating the effects of author's craft and style.
 - analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
 - identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.

COMPETENCY GOAL 2: THE LEARNER WILL INFORM AN AUDIENCE BY EXPLORING GENERAL PRINCIPLES AT WORK IN LIFE AND LITERATURE.

- 2.01 Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world in order to:
- relate complex issues from a variety of critical stances.
 - discern significant differences and similarities among texts that propose different ideas related to similar concepts.
- 2.02 Analyze general principles at work in life and literature by:
- discovering and defining principles at work in personal experience and in literature.
 - predicting what is likely to happen in the future on the basis of those principles.
- 2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by:
- researching experience for relevant principles that relate to themes in literature and life.
 - presenting a thesis, supporting it, and considering alternative perspectives on the topic.
 - adjusting the diction, tone, language, and method

- 2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:
- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
 - identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
 - providing textual evidence to support understanding of and reader's response to text.
 - demonstrating comprehension of main idea and supporting details.
 - summarizing key events and/or points from text.
 - making inferences, predicting, and drawing conclusions based on text.
 - identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
 - making connections between works, self and related topics.

<p>of presentation to the audience.</p>	<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 3: THE LEARNER WILL BE PREPARED TO ENTER ISSUES OF PUBLIC CONCERN AS AN ADVOCATE.

<p>3.01 Research and define issues of public concern by:</p> <ul style="list-style-type: none"> using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. specifying the nature of an issue, including the various claims made and the reasoning that supports these claims. <p>3.02 Organize and deliver an argument so that an intended audience respects it by:</p> <ul style="list-style-type: none"> wording the claim clearly. specifying reasons in support of the claim that are likely to be convincing. adopting an appropriate tone and stance toward the issue. 	<p>3.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. providing textual evidence to support understanding of and reader's response to text. demonstrating comprehension of main idea and supporting details. summarizing key events and/or points from text. making inferences, predicting, and drawing conclusions based on text. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. making connections between works, self and related topics. analyzing and evaluating the effects of author's craft and style. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 4: THE LEARNER WILL ANALYZE AND CRITIQUE TEXTS FROM VARIOUS PERSPECTIVES AND APPROACHES.

<p>4.01 Develop critiques that enable an audience to judge claims and arguments by:</p> <ul style="list-style-type: none"> establishing and applying clear, credible criteria for evaluation. substantiating assessments with reasons and evidence. <p>4.02 Develop critiques that give an audience:</p> <ul style="list-style-type: none"> an appreciation of how themes relate among texts. an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts. an understanding of how more than one critical approach affects interpretation. 	<p>4.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. providing textual evidence to support understanding of and reader's response to text. demonstrating comprehension of main idea and supporting details.
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	<ul style="list-style-type: none"> • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • making connections between works, self and related topics. • analyzing and evaluating the effects of author's craft and style. • analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 5: THE LEARNER WILL DEEPEN UNDERSTANDING OF BRITISH LITERATURE THROUGH EXPLORATION AND EXTENDED ENGAGEMENT.

<p>5.01 Explore British literature by:</p> <ul style="list-style-type: none"> • recognizing common themes that run through works, using evidence from the texts to substantiate ideas. • relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities. • making associations between historical and current viewpoints. • understanding how literary movements influence writers. <p>5.02 Extend engagement with selected works of British literature by:</p> <ul style="list-style-type: none"> • observing how the imaginative experience of literature broadens and enriches real life. • relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry). • applying literary, grammatical, and rhetorical terms of literature. • demonstrating in various print and non-print media the significance of works. • discerning the effect of interpreting literature from various critical perspectives. 	<p>5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • providing textual evidence to support understanding of and reader's response to text. • demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • making connections between works, self and related topics. • analyzing and evaluating the effects of author's craft and style. • analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 6: THE LEARNER WILL APPLY CONVENTIONS OF GRAMMAR AND LANGUAGE USAGE.

<p>6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:</p> <ul style="list-style-type: none"> • using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases. 	<p>6.02 Discern and correct errors in speaking and writing by:</p> <ul style="list-style-type: none"> • reviewing and refining purposeful use of various sentence types. • editing for correct punctuation, spelling, mechanics, and standard edited American English.
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<ul style="list-style-type: none"> • understanding how to use and apply grammatical, metaphorical, or rhetorical devices. • recognizing how to use different language conventions (such as loose or periodic sentences, effective use of passive voice, or the importance of strong verbs). • revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres. • contrasting use of language conventions of authors in different time periods of British literature. • analyzing the power of standard usage over nonstandard usage in formal settings such as a job interviews, academic presentations, or public speaking events. 	<ul style="list-style-type: none"> • using appropriate transitional words and phrases.
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WRITING PORTFOLIO REQUIREMENTS

1. A sample of each product should be provided a minimum of 2 times per year; beginning and end of year to show growth over time.
2. Products should show evidence of planning, drafting, revising, editing and closure or publishing depending on which stage/s of the process are being worked on for that particular piece of writing.

STUDENT NAME:	DUE DATE	GRADE
FOCUS: BRITISH		
REFLECTIVE RESPONSE: (1.01, 1.02, 1.03)		
RESEARCH: (2.01, 2.02, 2.03, 2.04) (1) Issues of public concern (3.01)		
ARGUMENT: Outline and deliver argument (3.01, 3.02, 4.01, 4.02, 4.03)		
RESPONSE TO TEXTS: (3.03, 5.01, 5.02, 5.03, 6.01, 6.02)		

OR

WRITING PORTFOLIO REQUIREMENTS

FIRST GRADING PERIOD	DUE DATE	GRADE
1. Funeral Oration 2. Personal Response 3. Diary Entry		
SECOND GRADING PERIOD 1. Plot Analysis 2. Retelling a story 3. Comparison & Contrast		
THIRD GRADING PERIOD 1. Dramatic Monologue		
FOURTH GRADING PERIOD 1. Writing About A Period		
FIFTH GRADING PERIOD 1. Interpretation		
SIXTH GRADING PERIOD 1. Literary Analysis		

2. Climax & Resolution			

GRADING FIRST SEMESTER:
Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above On Below

Signature and Date: _____

GRADING SECOND SEMESTER:
Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above On Below

Signature and Date: _____