



English 4 CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
OV	Oral and Visual Communications		
OV.1	Students shall demonstrate effective oral communication skills to express ideas and to present information.		
	Speaking to share understanding and information		
OV.1.12.1	Prepare and participate in such structured discussions as mock trials and other discussions or presentations outside the classroom		
OV.1.12.2	Present a formal multi-media presentation that makes skillful use of rhetorical devices such as:		
OV.1.12.2.a	repetition		
OV.1.12.2.b	rhetorical questions		
OV.1.12.2.c	verbal irony		
OV.1.12.2.d	exaggeration		
OV.1.12.2.e	understatement		
OV.1.12.2.f	chiasmus		
OV.1.12.2.g	anaphora		

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	Speaking for literary response, expression and analysis		
OV.1.12.3	Perform a variety of speaking activities such as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras		
OV.2	Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.		
	Listening for information, interpretation, critical analysis, and evaluation		
OV.2.12.1	Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages		
OV.2.12.2	Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations		
OV.2.12.3	Identify barriers to listening and generate methods to overcome them		
OV.2.12.4	Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence, and effectiveness of delivery		

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OV.2.12.5	Critique relationships among purpose, audience, and content of presentations		
OV.2.12.6	Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include recognizing:		
OV.2.12.6.a	common logical fallacies		
OV.2.12.6.b	the personal attack		
OV.2.12.6.c	the appeal to common opinion and the false dilemma (assuming only two options when there are more options available)		
OV.2.12.6.d	the lack of proof for a point being argued		
OV.3	Students shall demonstrate knowledge and understanding of media as a mode of communication.	Unit 3 – War and Peace Unit 7 – Life and Death	Section E Section F

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	Analyzing media	Unit 1 – Utopia and Dystopia	Section F
OV.3.12.1	Analyze techniques used in political and product ads to recognize:	Unit 3 - War and Peace	Section E
OV.3.12.1.a	common logical fallacies		
OV.3.12.1.b	personal attack		
OV.3.12.1.c	appeal to common opinion	Unit 3 - War and Peace	Section E
OV.3.12.1.d	false dilemma (assuming only two options when there are more options available)		

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OV.3.12.1.e	the lack of proof for a point being argued		
	Evaluating media credibility	Unit 9 – Justice and Injustice	Section 2
OV.3.12.2	Use appropriate criteria to evaluate the impact of media on public opinion, trends, and beliefs	Unit 1 – Utopia and Dystopia	Section 6
W	Writing		
W.4	Students shall employ a wide range of strategies as they write, using the writing process appropriately.	Throughout the units	Throughout the units
	Prewriting		

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W.4.12.1	Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice	Section 3 Section 3
	Drafting		
W.4.12.2	Communicate clearly the purpose of the writing	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice	Section 3 Section 3
W.4.12.3	Write clear and varied sentences	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice	Section 3 Section 3
W.4.12.4	Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice Unit 10 - Conclusion	Section 3 Section 3 Section 1
W.4.12.5	Adapt content vocabulary, voice, and tone to audience, purpose, and situation	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice	Section 3 Section 3

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W.4.12.6	Arrange paragraphs into a logical progression with appropriate transition	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice Unit 10 - Conclusion	Section 3 Section 3 Section 1
	Revising		
W.4.12.7	Revise content of writing for central idea, elaboration, unity, and organization	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice	Section 3 Section 3
W.4.12.8	Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice	Section 3 Section 3
W.4.12.9	Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice Unit 10 - Conclusion	Section 3 Section 3 Section1
W.4.12.10	Evaluate how well questions of purpose, audience, and genre have been addressed	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice	Section C Section C

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	Editing		
W.4.12.11	Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice Unit 10 - Conclusion	Section 3 Section 3 Section1
W.4.12.12	Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	Unit 5 – Semester Conclusion Unit 9 – Justice and Injustice Unit 10 - Conclusion	Section 3 Section 3 Section 1
	Publishing		
W.4.12.13	Refine selected pieces frequently to publish for intended audiences and purposes	Unit 1 – Utopia and Dystopia	Section 6
W.4.12.14	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations		

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W.4.12.15	Use available technology for all aspects of the writing process	Throughout the units	Throughout the units
W.5	Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	Throughout the units	Throughout the units
	Purposes and Audiences		
W.5.12.1	Use elements of discourse effectively when completing narrative, expository, persuasive, or descriptive writing assignments	Throughout the units	Throughout the units
	Topics and Forms		
W.5.12.2	Write expository compositions, including analytical essays and research reports, that:	Throughout the units	Throughout the units

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W.5.12.2.a	assemble and convey evidence in support of the thesis	Unit 9 – Justice and Injustice	All sections
W.5.12.2.b	make distinctions between the relative value and significance of data, facts and ideas	Unit 9 – Justice and Injustice	Section 2
W.5.12.2.c	employ visual aids when appropriate	Unit 1 – Utopia and Dystopia Unit 6 – Loyalty and Betrayal	Section 6 Section 4
W.5.12.3	Write using rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion that demonstrate logic	Throughout the units	Throughout the units
W.5.12.4	Write persuasive compositions that use logic to:	Unit 3 – War and Peace	Section 6
W.5.12.4.a	structure ideas and arguments	Unit 1 – Utopia and Dystopia	Sections 5, 6, & 7

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W.5.12.4.b	clarify and defend positions with precise and relevant evidence	Unit 9 – Justice and Injustice	Section 2
W.5.12.4.c	use specific rhetorical devices to support assertions	Unit 1 – Utopia and Dystopia Unit 3 – War and Peace	Section E Section E
W.5.12.4.d	address readers' concerns, counterclaims, biases, and expectations		
W.5.12.5	Write a variety work related documents such as proposals, project plans, biographical/personal statement, resume and letters, including cover letters and letters of recommendation, that:		
W.5.12.5.a	follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics		
W.5.12.5.b	address audience needs, stated purpose, and context		

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W.5.12.5.c	provide clear, purposeful information that includes relevant information and excludes extraneous information (translates technical language into non-technical English)		
W.5.12.5.d	use appropriate vocabulary, tone, and style	Throughout the units	Throughout the units
W.5.12.5.e	use appropriate strategies, such as providing facts and details, describing and analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate	Throughout the units	Throughout the units
W.5.12.5.f	anticipates potential problems, mistakes, and misunderstandings that might arise for the reader	Unit 1 – Utopia and Dystopia Unit 9 – Justice and Injustice Unit 10 - Conclusion	Section E All Sections All sections
W.5.12.6	Write poems using a range of poetic techniques, forms and figurative language, emphasizing sonnets	Unit 4 – Wealth and Poverty	Section B
W.5.12.7	Write responses to literature that:		

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W.5.12.7.a	articulate the significant ideas of literary works	Unit 4 – Wealth and Poverty Unit 6 = Loyalty and Betrayal	Section E Section D
W.5.12.7.b	support important ideas and viewpoints	Throughout the units	Throughout the units
W.5.12.7.c	analyze and evaluate the author's use of stylistic and literary devices	Unit 2 – Order and Chaos	Section D
W.5.12.7.d	evaluate the impact of ambiguities, nuances, and complexities using evidence from the text		
W.5.12.7.e	evaluate conflicts (character dilemmas) as revealed by characters' motivations and behavior	Unit 2 – Order and Chaos	All Sections
W.5.12.8	Write on demand to a specified prompt within a given time frame		

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W.5.12.9	Write across the curriculum		
W.6	Students shall apply knowledge of Standard English conventions in written work.		
	Sentence Formation		
W.6.12.1	Use a variety of sentence structures, types, and lengths for effect in writing	Unit 1 – Utopia and Dystopia Throughout other units as well	Section D Throughout other units as well
	Usage		
W.6.12.2	Apply usage rules appropriately in all formal writing	Throughout the units	Throughout the units

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	Spelling		
W.6.12.3	Apply conventional spelling to all pieces	Vocabulary and spelling are part of every unit	Vocabulary and spelling are part of every unit
	Capitalization		
W.6.12.4	Apply conventional rules of capitalization in writing	Unit 1 – Utopia and Dystopia	Section D
	Punctuation		
W.6.12.5	Apply the punctuation rules appropriately in writing		

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W.7	Students shall develop personal style and voice as they approach the craftsmanship of writing.		
	Purposefully shaping and controlling language	Throughout the units There are a variety of writing skills throughout the course	Throughout the units There are a variety of writing skills throughout the course
W.7.12.1	Use figurative language effectively with emphasis on extended metaphor		
W.7.12.2	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest	Unit 7 – Life and Death	Section E
W.7.12.3	Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments	Every type of writing can be found throughout the units.	Every type of writing can be found throughout the units.
W.7.12.4	Demonstrate organization, unity, and coherence by using implied transitions and sequencing	There is emphasis on these skills throughout the units	There is emphasis on these skills throughout the units

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W.7.12.5	Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing	Unit 1 – Utopia and Dystopia Unit 4 – Wealth and Poverty Unit 7 – Life and Death	Section F Section E Section F
W.7.12.6	Balance concrete and commentary information within a piece	Unit 1 – Utopia and Dystopia Unit 4 – Wealth and Poverty Unit 7 – Life and Death	Section F Section E Section F
W.7.12.7	Use precise word choices that convey specific meaning	Throughout the units	Throughout the units
W.7.12.8	Personalize writing to convey voice in formal and informal pieces	Every type of writing can be found throughout the units.	Every type of writing can be found throughout the units.
W.7.12.9	Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes	Every type of writing can be found throughout the units.	Every type of writing can be found throughout the units.
W.7.12.10	Use elements of logic (such as emotional, ethical, and logical appeal) to structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples	Every type of writing can be found throughout the units.	Every type of writing can be found throughout the units.

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W.7.12.11	Critique professional and peer writing for consistency of style		
R	Reading		
R.8	Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.	Throughout the units	Throughout the units
R.9	Students shall apply a variety of strategies to read and comprehend printed material.	Throughout the units	Throughout the units
	Literal and inferential understanding	Throughout the units	Throughout the units
R.9.12.1	Analyze personal biases brought to a text with an emphasis on gender and national origin		

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R.9.12.2	Challenge or defend use of writer's diction and style		
R.9.12.3	Evaluate and select individualized strategies to support active reading and engagement		
R.9.12.4	Analyze and evaluate how works of a given period reflect author's background, historical events, and cultural influences		
R.9.12.5	Draw inferences from multiple selections and author's (including conclusions, generalizations, and predictions) and support them with text evidence		
R.9.12.6	Analyze the effect of personal biases in approaching texts		
	Summary and generalization		

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R.9.12.7	Summarize, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components.	Every type of writing can be found throughout the units.	Every type of writing can be found throughout the units.
	Analysis and evaluation		
R.9.12.8	Investigate both the features and the rhetorical devices of different policy statements, speeches, debates, or other public documents and the ways in which authors use those features and devices	Unit 7 – Life and Death	Section F
R.9.12.9	Evaluate the effect of point of view on elements of text (e.g., tone, theme, and purpose, etc.)	Unit 1 – Utopia and Dystopia Unit 2 – Order and Chaos	Section B Section A
R.9.12.10	Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments	Unit 7 – Life and Death	Section F
R.9.12.11	Defend and justify a position using concepts gained from reading	Unit 7 – Life and Death	Section F

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R.9.12.12	Analyze and evaluate the effects of rhetorical devices	Unit 1 – Utopia and Dystopia	Sections E, F, & G
R.9.12.13	Analyze and evaluate the author's use of tone, diction, and syntax such as anaphora and inversion		
R.9.12.14	Evaluate the logic used in appeals in information sources, including how the writer's motivation affects credibility	Unit 3 – War and Peace	Section E
R.10	Students shall read, examine, and respond to a wide range of texts for a variety of purposes.	Throughout the units	Throughout the units
	Practical and other informational texts		
R.10.12.1	Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs, financial documents, and contracts	Throughout the units	Throughout the units

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R.10.12.2	Interpret and use information in practical, informational, and technical texts to:	Throughout the units	Throughout the units
R.10.12.2.a	Follow instructions to perform specific tasks, answer questions, or solve problems	Throughout the units	Throughout the units
R.10.12.2.b	Identify the main ideas and determine the essential elements that support the main ideas	Unit 1 – Utopia and Dystopia	Sections E, F, & G
R.10.12.2.c	Summarize the texts and explain the relationship of visual components to the texts		
R.10.12.2.d	Distinguish between a summary and a critique		
R.10.12.2.e	Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams		

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R.10.12.2.f	Identify interrelationships between and among ideas and concepts within a text	In most units	In every unit
R.10.12.2.g	Synthesize information from multiple sources	Throughout the units	Throughout the units
R.10.12.2.h	Draw conclusions based on evidence from texts	Throughout the units	Throughout the units
R.10.12.2.i	Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose		
R.10.12.2.j	Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in texts and explain their effect on the reader		
R.10.12.2.k	Evaluate information and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal		

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	Poetry		
R.10.12.3	Read a variety of poetry, including free and formal verse and narrative and lyric poetry	Unit 2 – Order and Chaos Unit 3 – War and Peace Unit 4 – Wealth and Poverty	Section A, B, & C Section C Sections A & B
R.10.12.4	Evaluate the effectiveness of an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices	Unit 2 – Order and Chaos Unit 3 – War and Peace Unit 4 – Wealth and Poverty	Section A, B, & C Section C Sections A & B
R.10.12.5	Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles	Unit 2 – Order and Chaos Unit 3 – War and Peace Unit 4 – Wealth and Poverty	Section A, B, & C Section C Sections A & B
R.10.12.6	Evaluate traditional and contemporary works of poets from many cultures	Unit 3 – War and Peace	All Sections
R.10.12.7	Evaluate the effectiveness of the author's use of persona	Unit 8 - Time	Sections B & C

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R.10.12.8	Evaluate techniques poets use to evoke emotion in a reader	Unit 2 – Order and Chaos Unit 3 – War and Peace Unit 4 – Wealth and Poverty	Section A, B, & C Section C Sections A & B
R.10.12.9	Evaluate the effectiveness of word choice, tone, and voice	Unit 2 – Order and Chaos Unit 3 – War and Peace Unit 4 – Wealth and Poverty	Section A, B, & C Section C Sections A & B
R.10.12.10	Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors	Unit 2 – Order and Chaos Unit 3 – War and Peace Unit 4 – Wealth and Poverty	Section A, B, & C Section C Sections A & B
	Drama		
R.10.12.11	Read and critique dramatic selections from a variety of authors	Throughout the units	Throughout the units
R.10.12.12	Evaluate stage, film, or television adaptations and interpretations of a drama		

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R.10.12.13	Evaluate the effectiveness of an author's use of dramatic conventions		
R.10.12.14	Analyze and evaluate the most effective elements of selected plays		
R.10.12.15	Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect		
R.10.12.16	Compare and contrast tragic heroes from various literary eras		
	Literary and Content Prose		
R.10.12.17	Read a variety of literary and content prose including selections from American, British, and/or world literature.	Throughout the units	Throughout the units

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R.10.12.18	Evaluate the influence of historical context on the form, style, and point of view of written works from history or literature	Throughout the units	Throughout the units
R.10.12.19	Compare and contrast the literary contributions of various cultures	Throughout the units	Throughout the units
R.10.12.20	Evaluate an author's use of literary devices	Throughout the units	Throughout the units
R.10.12.21	Evaluate the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology.	Throughout the units	Throughout the units
R.10.12.22	Evaluate the significance of literary elements such as setting, plot, theme, characterization, and narration in a work		
R.10.12.23	Evaluate the impact of irony on text	Unit 1 – Utopia and Dystopia	Section B

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R.10.12.24	Analyze several of an author's works that deal with a single issue		
R.10.12.25	Evaluate the credibility of an author's argument or defense	Unit 7 – Life and Death	Section F
R.11	Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	Word study, vocabulary and spelling are part of every unit	Word study, vocabulary and spelling are part of every unit
	Word study and vocabulary	Word study, vocabulary and spelling are part of every unit	Word study, vocabulary and spelling are part of every unit
R.11.12.1	Recognize and apply specialized vocabulary	Word study, vocabulary and spelling are part of every unit	Word study, vocabulary and spelling are part of every unit
R.11.12.2	Analyze Greek, Latin, Anglo-Saxon and meaning and draw inferences	Unit 6 – Loyalty and Betrayal Unit 7 – Life and Death	Section B Section A

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R.11.12.3	Use reference materials including glossary, dictionary, thesaurus, and available technology to facilitate and extend learning	Unit 9 – Justice and Injustice Unit 10 - Conclusion	All sections All Sections
R.11.12.4	Interpret the connotative power of words		
IR	Inquiring/Researching	Unit 9 – Justice and Injustice Unit 10 - Conclusion	All sections All Sections
IR.12	Process Students shall engage in inquiry and research to apply logic to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience.	Unit 9 – Justice and Injustice Unit 10 - Conclusion	All sections All Sections
	Accessing information	Unit 9 – Justice and Injustice	Sections A & B
IR.12.12.1	Formulate original, open-ended questions to explore, narrow, and select a topic	Unit 9 – Justice and Injustice	Sections A & B

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IR.12.12.2	Establish a focus for research, and design a research plan to defend a position or prove/disprove a hypothesis	Unit 9 – Justice and Injustice	Section B
IR.12.12.3	Access and evaluate multiple sources, using a variety of research tools	Unit 9 – Justice and Injustice	Sections B & C
	Evaluating credibility and identifying relevant information	Unit 9 – Justice and Injustice	Sections B & C
IR.12.12.4	Evaluate the credibility of authors and reliability of sources with further emphasis on sources' strengths and limitations	Unit 9 – Justice and Injustice	Section C
IR.12.12.5	Evaluate methods to verify the accuracy and usefulness of information	Unit 9 – Justice and Injustice	Section B
IR.12.12.6	Synthesize information from multiple primary and secondary sources (informational, technical, and/or literary)	Unit 9 – Justice and Injustice	Section B

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IR.12.12.7	Demonstrate awareness of plagiarism laws while editing written work and avoid plagiarism	Unit 9 – Justice and Injustice	Section B
	Interpreting and presenting information	Unit 9 – Justice and Injustice Unit 10 - Conclusion	All sections All sections
IR.12.12.8	Organize information and use a style manual such as MLA or APA to create:	Unit 9 – Justice and Injustice Unit 10 - Conclusion	All sections All sections
IR.12.12.8.a	Note cards or other note taking forms	Unit 9 – Justice and Injustice Unit 10 - Conclusion	Section B All sections
IR.12.12.8.b	Formal outline		
IR.12.12.8.c	Works cited page or resource sheet	Unit 9 – Justice and Injustice Unit 10 - Conclusion	Section B All sections

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IR.12.12.8.d	Thesis statement		
IR.12.12.8.e	Parenthetical citations within text		
IR.12.12.8.f	Title page or style heading		
IR.12.12.9	Summarize, paraphrase, and/or quote relevant information		
IR.12.12.10	Create an extended formal research paper synthesizing multiple primary and secondary sources and providing clear and effective conclusions	Unit 9 – Justice and Injustice	Section B