

## English 4

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	The student will develop and apply expansive knowledge of words and word meanings to communicate.		
1.a	The student as reader will critique the author's choice and placement of words (diction and style) in an analysis of the reader's response to the text.		
1.b	The student will contrast the author's (or authors') use (or uses) of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the author's (or authors') style (or styles).		
1.c	The student will compare and contrast authors' uses of word choice and diction as stylistic devices.	Throughout the units	Throughout the units
1.d	The student will analyze text(s) to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text(s) in relation to the historical period that the text(s) addresses.	Analysis of texts in a variety of genres in the context of historical periods combined with the authors' use of words, language and purpose can be found throughout the units.	Analysis of texts in a variety of genres in the context of historical periods combined with the authors' use of words, language and purpose can be found throughout the units.
2	The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.		
2.a	The student will analyze text structures (e.g., concept/definition) in multiple texts and evaluate their effects on theme, author's purpose, etc.	Unit 1 – Utopia and Dystopia	Section 3
2.b	The student will interpret textual evidence of details, organization, and language to predict, draw conclusions or determine author's purpose.	Throughout the units	Throughout the units

## English 4

2.c	The student will analyze or evaluate text, including but not limited to textual criticism, to synthesize responses for annotated bibliography.	Throughout the units	Throughout the units
2.d	The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to assess the effectiveness of patterns and connections.	Throughout the units	Throughout the units
2.d.1	Literary Text and Literary Non-fiction	Throughout the units	Throughout the units
2.d.1.1	Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, synecdoche, metonymy, figurative language, stylistic devices, cosmic irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)	A variety of literature and poetry in all genres is explored throughout the units. Various literary elements are investigated and emphasized in each.	A variety of literature and poetry in all genres is explored throughout the units. Various literary elements are investigated and emphasized in each.
2.d.1.2	Poetry (e.g., structure, language, theme, setting, persona, conflict, cosmic irony, symbolism, allusion, synecdoche, metonymy, figurative language, stylistic devices, imagery, language/word choice, etc.)	A variety of literature and poetry in all genres is explored throughout the units. Various literary elements and literary terms are investigated and emphasized in each.	A variety of literature and poetry in all genres is explored throughout the units. Various literary elements and literary terms are investigated and emphasized in each.
2.d.1.3	Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, synecdoche, metonymy, figurative language, stylistic devices, cosmic irony, language/word choice, foreshadowing, etc.)	Drama and its elements are studied throughout the units.	Drama and its elements are studied throughout the units.
2.d.2	Informational Texts	Throughout the units	Throughout the units

## English 4

2.d.2.1	Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)	All of these literary terms can be found throughout the units.	All of these terms can be found throughout the units.
2.e	The student will compare multiple texts in different media to analyze persuasive techniques such as propaganda and to evaluate for bias.	Unit 3 War and Peace	Sections E & F
2.f	The student will compare texts to distinguish between a deductive argument and an inductive argument.	Logic and reasoning as well as compare and contrast are discussed in depth throughout the units.	Logic and reasoning as well as compare and contrast are discussed in depth throughout the units.
2.g	The student will use electronic text features to gain information or research a topic, integrating multiple sources to synthesize information.	Media and technological information is explored throughout the units.	Media and technological information is explored throughout the units.
3	The student will produce, analyze, or evaluate effective communication.		
3.a	The student will produce, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).	Throughout the units	Throughout the units
3.a.1	Planning		
3.a.1.1	Determine audience	Unit 1 – Utopia and Dystopia	Section 7

## English 4

3.a.1.2	Determine purpose	Unit 1 – Utopia and Dystopia	Sections 6 & 7
3.a.1.3	Generate ideas	The creative and writing processes are addressed throughout the units.	The creative and writing processes are addressed throughout the units.
3.a.1.4	Address prompt/topic	Throughout the units	Throughout the units
3.a.1.5	Organize ideas	Unit 1 – Utopia and Dystopia Unit 9 – Justice and Injustice	Sections 7 & 8 Sections 2 & 3
3.a.1.6	Compose a clearly stated thesis	Unit 9 – Justice and Injustice	Sections 2 & 3
3.a.2	Drafting		
3.a.2.1	Formulate introduction, body, and conclusion	Unit 5 – Semester Conclusion	Both sections
3.a.2.2	Create paragraphs	Throughout the units	Throughout the units

## English 4

3.a.2.3	Use various sentence structures	Unit 1 – Utopia and Dystopia	Section D
3.a.2.4	Use paraphrasing for reports and documented papers	Unit 9 – Justice and Injustice	Sections 2 & 3
3.a.3	Revising		
3.a.3.1	Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]	Unit 1 – Utopia and Dystopia Unit 9 – Justice and Injustice Unit 10 - Conclusion	Sections 7 & 8 Sections 2 & 3 Both sections
3.a.3.2	Add and delete information and details (for audience, for purpose, for unity)	Unit 1 – Utopia and Dystopia Unit 9 – Justice and Injustice Unit 10 - Conclusion	Sections 7 & 8 Sections 2 & 3 Both sections
3.a.3.3	Use precise language (e.g., appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)	Throughout the units	Throughout the units
3.a.3.4	Use available resources (e.g., reference materials, technology, etc.)	Throughout the units	Throughout the units
3.a.4	Editing		

## English 4

3.a.4.1	Proofread to correct errors	Unit 1 – Utopia and Dystopia Unit 9 – Justice and Injustice Unit 10 - Conclusion	Sections 7 & 8 Sections 2 & 3 Both sections
3.a.4.2	Apply tools to judge quality (e.g., rubric, checklist, feedback, etc.)	Unit 1 – Utopia and Dystopia Unit 9 – Justice and Injustice Unit 10 - Conclusion	Sections 7 & 8 Sections 2 & 3 Both sections
3.a.5	Publishing		
3.a.5.1	Proofread final document	Unit 1 – Utopia and Dystopia Unit 9 – Justice and Injustice Unit 10 - Conclusion	Sections 7 & 8 Sections 2 & 3 Both sections
3.a.5.2	Prepare final document (e.g., PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)	Unit 1 – Utopia and Dystopia Unit 9 – Justice and Injustice Unit 10 - Conclusion	Sections 7 & 8 Sections 2 & 3 Both sections
3.b	The student will produce a reflective composition in the narrative mode.		
3.c	The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.	Throughout the units	Throughout the units
3.d	The student will compose formal persuasive texts, providing evidence as support.	Unit 3 – War and Peace	Sections 5 & 6

## English 4

3.e	The student will compose research or I-SEARCH papers and documented texts (e.g., MLA, APA).	Unit 9 – Justice and Injustice	Sections 2 & 3
3.f	The student will compose functional documents (e.g., college applications, resumes, scholarship applications).		
3.g	The student will compose personal statements.		
4	The student will use Standard English grammar, mechanics, and sentence structure to communicate.		
4.a	The student will analyze text(s) to evaluate the appropriate use of advanced grammar techniques in composing or editing.	Throughout the units	Throughout the units
4.a.1	Verbs tenses [including purpose] (e.g., present, past, and future perfect progressive tense; indicative, imperative, and subjunctive mood)	Throughout the units	Throughout the units
4.a.2	Pronouns (e.g., agreement, case, and reference)	Throughout the units	Throughout the units
4.a.3	Subject-verb agreement (in sentences containing adjective clauses separated by intervening words from the word(s) they modify; [One of our state's most influential politicians, who typically wins his district's elections easily, trails in the most recent public	Throughout the units	Throughout the units

## English 4

	opinion polls.] [e.g., One of our state's many influential politicians who typically win their districts' elections currently serves as the chairperson of the Intelligence Committee.]		
4.b	The student will analyze text(s) to evaluate the appropriate use of advanced mechanics in composing or editing.	Unit 1 – Utopia and Dystopia Unit 9 – Justice and Injustice Unit 10 - Conclusion	Sections 7 & 8 Sections 2 & 3 Both sections
4.c	The student will analyze the use of advanced sentence structure in composing or editing passages to enhance style.	Throughout the units	Throughout the units