Callie Hohn

Curriculum Mapping

English IV

2025-2026

Unit: *Essays*	*August - September*
Standards Taught	
11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 11-12.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use literary or narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text. 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience. 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	

11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11-12.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who needed the extra help were allowed a separate setting. Students who excel can	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.*

write more than the minimum requirement.		*Students will draft a formal email and send it.* *Students will write a letter to themselves reflecting on how they may feel on graduation day.* *Students will answer a prompt provided by a scholarship provider.* *Students will compare two college institutions using reliable sources.* *Students will peer edit their classmates' works.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know how to write complete sentences.* *Know grammar rules.* *Know how to spell.*	*Greeting* *Salutation* *Subject line* *Application* *In-text citation* *Comparison* *Run-on* *fragment*	*Formal email* *Graduation Day Essay* *Scholarship Application Essay* *College Comparison Essay* *Peer edit* *DOL sentences* *DOL Quiz* *Word of the Week*
Reflection: This unit preps seniors for career and college writing that they may see once they graduate. It allows them a safe space to practice these skills.	**Essential Questions:** • *How do I properly format an email?* • *What are the feelings, thoughts, and memories that I may think about as I walk across the graduation stage?* • *How do I write an application essay for a scholarship?* • *How do I know which college is best for me based on research?* • *How do I maintain a formal tone?*	
Relevance	Most jobs require workers to know how to email. Students should also be prepared to send applications to scholarship providers. If they are going to continue their education, it is important that they weigh their options carefully through research.	

Unit: *MLA Research Paper*	*October-November*
Standards Taught	

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11-12.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. Students who excel may write beyond the minimum requirement.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will annotate their sources by*

		summarizing, assessing, and reflecting. *Students will outline their plan for their research paper.* *Students will follow MLA format guidelines.* *Students will use in-text citations to show readers where information used in the paper is from.* *Students will peer edit their classmates' works.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know how to write using complete sentences.* *Know grammar rules.* *Know how to spell.*	*Summarize* *Assess* *Reflect* *Annotation* *In-text citation* *Hero's Journey* *Joseph Campbell*	*Annotated bibliography* *Outline* *Peer edits* *Research paper* *DOL sentences* *DOL Quiz* *Word of the Week*
Reflection: *The Crucible* has so many valuable lessons in it. My students live in rural towns, and the messages pertaining to reputations, lies, and hysteria are some that students can easily identify with. Connecting the trials to McCarthyism, even though it is not a very contemporary example anymore, still shows that the events that occurred in Salem are not as farfetched as it may seem.	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *How did Puritan beliefs and customs shape how the trials were conducted?* • *Why were so many people accused and convicted of an invisible crime?* • *How do your actions have direct consequences?* • *Is reputation worth everything?* • *How do you answer analytical questions using evidence from the text?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	This unit shows the impact of the choices one makes. History can repeat itself if one does not take measures to learn from it.	

Unit: *APA Research Paper*	*October-December*
Standards Taught	

11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11-12.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will write a research paper in APA format.* *Students will summarize, assess, and reflect on the sources they have selected.* *Students will outline their research paper.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know grammar rules. *Know how to spell.* *Know how to deliver a speech*	*Cover page* *Running header* *APA format*	*Annotated bibliography* *Outline* *Peer edit*

Know how to create a visual aid	*Outline* *Annotated bibliography* *Work cited* *In-text citation*	*APA research paper* *DOL sentences* *DOL Quiz* *Word of the Week*
Reflection: I teach MLA format beginning in freshmen year; however, before students begin their next level of education, I want them to be aware there are other formats that exist. APA format is one that students find tricky, but if they chose a technical or medical path, they would encounter this format more often than MLA (most times).	**Essential Questions:** • *How is MLA format different than APA format?* • *Which type of research is the APA format commonly utilized?* • *How do APA citations differ from MLA citations?* • *How is APA formatted?* • *What is a cover page?* • *How are APA headers formatted?* • *When do I use a header and what type of header do I use?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	APA format challenges students to focus more on the relevance of their information rather than reliability of the author. It makes them look at the sources they choose in a whole new way.	

Unit: *Beowulf*	*January*
Standards Taught	
11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. 11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis. 11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language. 11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied. 11-12.RL.9 Demonstrate knowledge of seventeenth-, eighteenth-, nineteenth- and early twentieth-century foundational works of American or world literature, including how two or more texts from the same period treat similar themes or topics. 11-12.RL.10 By the end of the year, read and comprehend literature, including stories, dramas,	

and poems, at the high end of grades 11-12 text complexity band independently and proficiently.
a. Read and comprehend grade level texts for academic tasks.
b. Self-select texts for personal enjoyment, interest, and academic tasks.
c. Read widely to understand multiple perspectives and diverse viewpoints.
11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11-12.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to other texts.* *Students will analyze figurative language.*

		Students will read short stories and see how authors make predictions for what America may become. *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to write in complete sentences* *Know how to spell.*	*Hero's journey* *Oral tradition* *Scop* *Mead hall* *Anglo-Saxon* *Glory*	*Reading responses* *Coat of Arms* *DOL sentences* *DOL Quiz* *Vocab Quiz* *Word of the Week*
Reflection: *Beowulf* is an action-packed story that show the cultural background of the early British peoples. It introduces students to the mindset of living for glory and to be remembered. They often have a lot of fun with the supernatural aspect to the story.	**Essential Questions:** • *How do you want to be remembered?* • *What is considered "glorious?"* • *How has the storytelling tradition evolved?* • *What insights do we gain about Anglo-Saxon culture when reading* Beowulf*?* • *What are the steps to the Hero's Journey?* • *What is the significance of Heorot? Why is this the place that Grendel and his mother attack?* • *What do the attacks show about what Anglo-Saxon people feared most?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Beowulf establishes the Anglo-Saxon oral and written tradition. It provides a glimpse into history that is often mysterious due to the lack of written material.	

Unit: *Sonnets*	*February*
Standards Taught	
11-12.RI.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis. 11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	

11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness.
11-12.RI.10 By the end of the year, read and comprehend literary nonfiction and informational texts at the high end of grades 11-12 text complexity band independently and proficiently. a. Read and comprehend grade level texts for academic tasks. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.
11-12.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use literary or narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grades 11–12 Reading standards for literature to writing.
b. Apply grades 11–12 Reading standards for literary fiction and nonfiction to writing.
11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. Students who excel can write beyond the minimum requirement.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will decode Shakespearean sonnets.* *Students will identify iambic pentameters.* *Students will identify rhyme schemes.* *Students will identify the format that sets sonnets apart from other types of poetry.* *Students will read several different sonnets* *Students will write their own sonnet.* *Students will peer review their classmates' works.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read.	*Sonnet*	*Pop Music Sonnet Race*

Know grammar rules. *Know how to spell.* *Know how to write using complete sentences*	*Iambic pentameter* *Rhyme scheme* *Turn* *Speaker*	*Iambic pentameter practice* *Reading sonnet analysis* *My Sonnet!* *DOL sentences* *DOL Quiz* *Word of the Week* *Vocab quiz*
Reflection: Students have a love/hate relationship with sonnets. They hate them initially and find them frustrating. By the time they write their own sonnet, they have a lot of fun with them! My favorite part is watching them count syllables on their fingers!!	**Essential Questions:** • *What is a sonnet?* • *What is iambic pentameter?* • *What is rhyme scheme?* • *How do I find the theme of a sonnet?* • *What is a turn?* • *What is a "speaker?"* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Shakespearean sonnets get us into the mind and craft of Shakespeare before reading *Macbeth*. It also shows students Shakespeare was more than just a playwright. Also, writing a sonnet is a mental challenge that I personally love watching them complete.	

Unit: *Macbeth*	*February-March*
Standards Taught	
11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience 11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	

11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11-12.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**

Students who need extra help are allowed a separate setting.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to other texts.* *Students will analyze figurative language.* *Students will analyze cause and affect.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to spell.* *Know how to write in complete sentences*	*Act* *Scene* *Supernatural* *Guilt* *Paranoia* *Influence* *Fate*	*Act notes* *Roundtable discussions* *One pager assessment* *DOL sentences* *DOL Quiz* *Word of the Week* *Vocab Quiz*
Reflection: Students have been introduced to Shakespeare by reading *Romeo & Juliet* and his sonnets. Macbeth continues this discussion of fate/destiny. Students question how much of what people say influences one's behavior.	**Essential Questions:** • *How do other characters affect Macbeth's decision making?* • *Who is to blame for all the violence that ensues: the Weird Sisters, Lady Macbeth, or Macbeth?* • *Is fate decided or can we alter it ourselves?* • *How does paranoia affect the actions that Macbeth takes?* • *How much does supernatural intervention affect the actions that Macbeth takes?* • *Does power affect Macbeth's decisions?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Macbeth is a play that challenges how much outside influence can shape our decisions. How much is really in our control, and what do we do with that control?	

Unit: *1984*	*March-April*
Standards Taught	
11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using	

valid reasoning and relevant and sufficient evidence.
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use transitional words, phrases, and clauses as well as varied syntax to link the major sections
of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience
11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
11-12.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11-12.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to spell.* *Know how to write in complete sentences*	*Surveillance* *Dictatorship* *Big Brother* *Newspeak* *Telescreen* *Compliance*	*Reading responses* *Roundtable discussions* *One pager assessment* *DOL sentences* *DOL Quiz* *Word of the Week* *Vocab Quiz*
Reflection: Students find this book eye-opening in a way. They can	**Essential Questions:** • *How would you react to being surveilled 24/7?*	

often draw several similarities across history and currently. This book provides the most engaging discussions of any book we read in the semester.	• *How do you think Big Brother was allowed to rise to power?* • *Why do the proles seem to live a completely different life than Winston?* • *What rights are considered inalienable, and of those rights which, if any, are present in Winston's day-to-day life?* • *How does Big Brother maintain control?* • *What is the power of language, and why would Big Brother seek to condense it?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*
Relevance	1984 makes students think about how they want their government to work. They think about technology and how it operates in our lives. What are the broader implications of a government that can watch someone completely?