



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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Tracy Bock, Ed.S.

Frameworks



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HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

English IV



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YEAR AT A GLANCE:

Unit	Anchor Text	Unit Focus	Text Complexity	Content and Standards
1	The Canterbury Tales, Geoffrey Chaucer	Social criticism in medieval literature	Very complex	Use of language, irony, and characterization to convey political and social views of the time period
2	All Art Is Propaganda, George Orwell	The impact of language on politics and social values	Very complex	Determine an author's central idea, point of view, purpose, and rhetorical style
3	Hamlet, William Shakespeare	Revenge and madness	Very complex	Development of characters to impact the theme of a text
4	The Hero with a Thousand Faces, Joseph Campbell	Evaluate how cultural and literary heroes influence modern perceptions	Very complex	Development of central idea through the author's text structure

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.

TEACHING Tips

- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.

Student Focus Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

CS.GA.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GA.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GA.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GA.4	Share how literature can contribute to strengthening one's moral character.

English IV



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Unit 1 – The Canterbury Tales

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards				
Prologue (Middle English) to The Canterbury Tales , Geoffrey Chaucer	<u>Literary Texts (Fiction)</u> • “The Wife of Bath’s Tale” from The Canterbury Tales, Geoffrey Chaucer • “The Pardoner’s Prologue and Tale” from The Canterbury Tales, Geoffrey Chaucer • “The Clothier’s Delight” (no author) • Chapter 7 of Jane Eyre, Charlotte Bronte	Students learn how the stereotypes and characterization of Chaucer’s pilgrims reflect his views of religious corruption and social boundaries in the medieval period. They will consider how the themes reflected in the general Prologue carry over to the tales told by the pilgrims and whether the morals of the tales are universal and applicable to the modern world.	Reading <table><tr><th>Literary Texts</th><th>Informational Texts</th></tr><tr><td>RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.10</td><td>RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.10</td></tr></table>	Literary Texts	Informational Texts	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.10	RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.10
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<u>Informational Texts (Nonfiction)</u> • Guilds in the Middle Ages, Georges Renard • “The Pardoner’s Tale and The Canterbury Tales as a Death Warrant” from The Life, Death and Afterlife of Geoffrey Chaucer, Robin Wharton • “The Canterbury Tales: Chaucer’s Respectful Critique of Church Officials and Their Abuse of Power,” Lauren Day • “Chaucer,” Lee Patterson	Text Use	Writing <table><tr><td>W.11-12.1a-e W.11-12.2a-f W.11-12.4 W.11-12.5 W.9-10.6</td><td>W.11-12.7 W.11-12.8 W.11-12.9a-b W.11-12.10</td></tr></table>	W.11-12.1a-e W.11-12.2a-f W.11-12.4 W.11-12.5 W.9-10.6	W.11-12.7 W.11-12.8 W.11-12.9a-b W.11-12.10			
W.11-12.1a-e W.11-12.2a-f W.11-12.4 W.11-12.5 W.9-10.6	W.11-12.7 W.11-12.8 W.11-12.9a-b W.11-12.10						
<u>Nonprint Texts (Fiction or Nonfiction)</u> • “The Clothier’s Delight” (Audio)	Use of language, irony, and characterization to convey political and social views of the time period	Speaking & Listening <table><tr><td>SL.11-12.1a-d SL.11-12.2 SL.11-12.3</td><td>SL.11-12.4 SL.11-12.6</td></tr></table> Language <table><tr><td>L.11-12.1a-b L.11-12.2a-b L.11-12.3a</td><td>L.11-12.4.a-d L.11-12.5a-b L.11-12.6</td></tr></table>	SL.11-12.1a-d SL.11-12.2 SL.11-12.3	SL.11-12.4 SL.11-12.6	L.11-12.1a-b L.11-12.2a-b L.11-12.3a	L.11-12.4.a-d L.11-12.5a-b L.11-12.6	
SL.11-12.1a-d SL.11-12.2 SL.11-12.3	SL.11-12.4 SL.11-12.6						
L.11-12.1a-b L.11-12.2a-b L.11-12.3a	L.11-12.4.a-d L.11-12.5a-b L.11-12.6						



Unit 1 – The Canterbury Tales

TYPE	SUMMATIVE UNIT ASSESSMENTS
Culminating Writing Task	• Determine themes and analyze how they are developed • Evaluate word choice, literary devices, structure of the text, and development of a speaker's point of view • Explain how themes are impacted by the author's personal thoughts about society
Extension Task	• Identify artists who use their work to express social commentary • Evaluate the use of art to express social concerns • Analyze the importance of the art and its social reaction, locating research to support and inform • Present gathered information
Daily Tasks	<i>Daily instruction helps students read and understand text and express that understanding.</i> • Lesson 1: "Chaucer" (sample tasks) • Lesson 2: Lines 1-100 of the Prologue, The Canterbury Tales (sample tasks) • Lesson 3: Lines 101-271 of the Prologue, The Canterbury Tales (sample tasks) • Lesson 4: Guilds in the Middle Ages and "The Clothier's Delight" (sample tasks) • Lesson 5: Lines 271-860 of the Prologue to The Canterbury Tales (sample tasks) • Lesson 6: "The Wife of Bath's Tale" (sample tasks) • Lesson 7: "The Canterbury Tales: Chaucer's Respectful Critique of Church Officials and Their Abuse of Power" (sample tasks) • Lesson 8: "The Pardoner's Tale and The Canterbury Tales as a Death Warrant" and "The Pardoner's Prologue and Tale" (sample tasks) • Lesson 9: "Chaucer" (sample tasks) • Lesson 10: "The Wife of Bath's Tale" and "The Pardoner's Tale" (sample tasks) • Lesson 11: The Canterbury Tales, "The Wife of Bath's Tale," "The Pardoner's Tale," and literary criticisms (culminating writing task) • Lesson 12: "Chaucer" (extension task) • Lesson 13: Chapter 7 of Jane Eyre (cold-read task)

English IV



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Unit 2 - All Art Is Propaganda

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																																												
“ Politics and the English Language ” from All Art Is Propaganda, George Orwell	Literary Texts (Fiction) • Pygmalion, George Bernard Shaw (Drama) • The Importance of Being Earnest (or here), Oscar Wilde(drama) Informational Texts (Nonfiction) • The American Language, H.L. Mencken • “Babel or Babble?” The Economist • “Sociolinguistics Basics” from Do You Speak American?, Connie Eble • “How American Democracy Has Modified the English Language” from Democracy in America, Alexis de Tocqueville • “Gathering Earth’s Daughters” from The Professor and the Madman, Simon Winchester Non-print Texts (Fiction or Nonfiction) • “Words That Shouldn’t Be?: Sez Who?,” PBS.org (Website) • Clips of My Fair Lady, George Cukor (Film) • “Aspects of English,” Oxford English Dictionary Online (Website)	Students explore the impact language has on politics and social beliefs. They explore the evolution of language (drawing on the knowledge gained through previous research), consider how language evolves, and explore who controls language evolution. Through close reading of informational and literary texts, students determine an author’s point of view or purpose in a text, analyzing rhetorical style and satire.	Reading <table><tr><th>Literary Texts:</th><th>Informational Text</th></tr><tr><td>RL.11-12.1</td><td>RI.11-12.1</td></tr><tr><td>RL.11-12.2</td><td>RI.11-12.2</td></tr><tr><td>RL.11-12.3</td><td>RI.11-12.3</td></tr><tr><td>RL.11-12.4</td><td>RI.11-12.4</td></tr><tr><td>RL.11-12.5</td><td>RI.11-12.5</td></tr><tr><td>RL.11-12.6</td><td>RI.11-12.5</td></tr><tr><td>RL.11-12.10</td><td>RI.11-12.6</td></tr><tr><td></td><td>RI.11-12.8</td></tr><tr><td></td><td>RI.11-12.9</td></tr><tr><td></td><td>RI.11-12.10</td></tr></table> Writing <table><tr><td>W.11-12.1a-e</td><td>W.11-12.6</td></tr><tr><td>W.11-12.2a-f</td><td>W.11-12.7</td></tr><tr><td>W.11-12.3-e</td><td>W.11-12.8</td></tr><tr><td>W.11-12.4</td><td>W.11-12.9a-b</td></tr><tr><td>W.11-12.5</td><td>W.11-12.10</td></tr></table> Speaking & Listening <table><tr><td>SL.11-12.1a-d</td><td>SL.11-12.4</td></tr><tr><td>SL.11-12.2</td><td>SL.11-12-10.6</td></tr><tr><td>SL.11-12.3</td><td></td></tr></table> Language <table><tr><td>L.11-12.1a-b</td><td>L.11-12.4a-d</td></tr><tr><td>L.11-12.2a-b</td><td>L.11-12.5a-b</td></tr><tr><td>L.11-12.3a</td><td></td></tr></table>	Literary Texts:	Informational Text	RL.11-12.1	RI.11-12.1	RL.11-12.2	RI.11-12.2	RL.11-12.3	RI.11-12.3	RL.11-12.4	RI.11-12.4	RL.11-12.5	RI.11-12.5	RL.11-12.6	RI.11-12.5	RL.11-12.10	RI.11-12.6		RI.11-12.8		RI.11-12.9		RI.11-12.10	W.11-12.1a-e	W.11-12.6	W.11-12.2a-f	W.11-12.7	W.11-12.3-e	W.11-12.8	W.11-12.4	W.11-12.9a-b	W.11-12.5	W.11-12.10	SL.11-12.1a-d	SL.11-12.4	SL.11-12.2	SL.11-12-10.6	SL.11-12.3		L.11-12.1a-b	L.11-12.4a-d	L.11-12.2a-b	L.11-12.5a-b	L.11-12.3a	
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		Text Use																																													
		Determine an author’s central idea, point of view, purpose, and rhetorical style																																													

English IV



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Unit 2 - All Art Is Propaganda

TYPE	SUMMATIVE UNIT ASSESSMENTS
Culminating Writing Task	• Determine an author's central idea and purpose • Analyze rhetoric, word choice, and structure
Extension Task	• Conduct topical research • Write and present information learned through research
Daily Tasks	Daily instruction helps students read and understand text and express that understanding. • Lesson 1: "Babel or Babble?" • Lesson 2: "Politics and the English Language" (sample tasks) • Lesson 3: Paragraphs 1 and 2 of "Politics and the English Language" and excerpt from Pygmalion • Lesson 4: Paragraphs 3-8 of "Politics and the English Language" and "Sociolinguistics Basics" • Lesson 5: "Cockney," "Aspects of English," and excerpts from Pygmalion (sample tasks) • Lesson 6: Clips of My Fair Lady (sample tasks) • Lesson 7: Paragraphs 9-10 of "Politics and the English Language" and Act I of The Importance of Being Earnest (sample tasks) • Lesson 8: Paragraphs 11-16 of "Politics and the English Language" (sample tasks) • Lesson 9: "The Diverging Streams of English" and "Gathering Earth's Daughters" (sample tasks) • Lesson 10: "Politics and the English Language" (culminating writing task) • Lesson 11: "How American Democracy Has Modified the English Language" (cold-read task) • Lesson 12: "Words That Shouldn't Be?: Sez Who?" and "Track That Word" (extension task)

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Unit 3 – Hamlet

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																								
Hamlet , William Shakespeare (Drama)	<u>Literary Texts (Fiction)</u> • Rosencrantz and Guildenstern Are Dead, Tom Stoppard (Drama) • “The Cask of Amontillado,” Edgar Allan Poe (Sample questions) • “The Love Song of J. Alfred Prufrock,” T. S. Eliot (Poem) • “The Lady of Shalott,” Alfred, Lord Tennyson (Poem)	Students explore the concept of revenge, its relationship to madness, and its consequences. Students explore the treatment of women in the play and come to understand the weaknesses in Hamlet’s character. Finally, students consider Hamlet’s point of view and evaluate whether Hamlet is feigning madness. This unit studies the characteristics of a tragedy and how multiple meanings of words affect the interpretation of Shakespeare’s writing.	Reading <table><tr><td>Literary Texts:</td><td>Informational Text</td></tr><tr><td>RL.11-12.1</td><td>RI.11-12.1</td></tr><tr><td>RL.11-12.2</td><td>RI.11-12.2</td></tr><tr><td>RL.11-12.3</td><td>RI.11-12.2</td></tr><tr><td>RL.11-12.4</td><td>RI.11-12.3</td></tr><tr><td>RL.11-12.5</td><td>RI.11-12.4</td></tr><tr><td>RL.11-12.6</td><td>RI.11-12.5</td></tr><tr><td>RL.11-12.7</td><td>RI.11-12.6</td></tr><tr><td>RI.11-12.9</td><td>RI.11-12.7</td></tr><tr><td>RL.11-12.10</td><td>RI.11-12.8</td></tr><tr><td></td><td>RI.11-12.9</td></tr><tr><td></td><td>RI.11-12.10</td></tr></table>	Literary Texts:	Informational Text	RL.11-12.1	RI.11-12.1	RL.11-12.2	RI.11-12.2	RL.11-12.3	RI.11-12.2	RL.11-12.4	RI.11-12.3	RL.11-12.5	RI.11-12.4	RL.11-12.6	RI.11-12.5	RL.11-12.7	RI.11-12.6	RI.11-12.9	RI.11-12.7	RL.11-12.10	RI.11-12.8		RI.11-12.9		RI.11-12.10
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<u>Informational Texts (Nonfiction)</u> • “The Real or Assumed Madness of Hamlet,” Simon Blackmore • “New Words in Hamlet?,” Karen Kay • Excerpt from The Essays of Arthur Schopenhauer, Arthur Schopenhauer • “Hamlet and His Problems,” T. S. Eliot	Text Use	Writing <table><tr><td>W.11-12.1a-e</td><td>W.11-12.6</td></tr><tr><td>W.11-12.2a-f</td><td>W.11-12.7</td></tr><tr><td>W.11-12.3a-e</td><td>W.11-12.8</td></tr><tr><td>W.11-12.4</td><td>W.11-12.9a-b</td></tr><tr><td>W.11-12.5</td><td>W.11-12.10</td></tr></table>	W.11-12.1a-e	W.11-12.6	W.11-12.2a-f	W.11-12.7	W.11-12.3a-e	W.11-12.8	W.11-12.4	W.11-12.9a-b	W.11-12.5	W.11-12.10															
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W.11-12.4	W.11-12.9a-b																										
W.11-12.5	W.11-12.10																										
<u>Nonprint Texts (Fiction or Nonfiction)</u> • Film clips from multiple versions of Hamlet (e.g., Hamlet, Michael Almereyda [2000]; Hamlet, Kenneth Branagh [1996]; Hamlet, Franco Zeffirelli [1990]; and “Teaching and Acting Hamlet,” Folger Library) and/or Rosencrantz and Guildenstern Are Dead, Tom Stoppard (1990) • Ophelia, John Everett Millais (Art) and Ophelia, Henrietta Rae (Art) • The Lady of Shalott, John William Waterhouse (Art)	Development of characters to impact the theme of a text	Speaking & Listening <table><tr><td>SL.11-12.1a-d</td><td>SL.11-12.4</td></tr><tr><td>SL.11-12.2</td><td>SL.11-12.5</td></tr><tr><td>SL.11-12.3</td><td>SL.11-12.6</td></tr></table>	SL.11-12.1a-d	SL.11-12.4	SL.11-12.2	SL.11-12.5	SL.11-12.3	SL.11-12.6																			
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L.11-12.3a	L.11-12.6																										



Unit 3 – Hamlet

TYPE	SUMMATIVE UNIT ASSESSMENTS
Culminating Writing Task	- Analyze the impact of character development on theme - Cite strong textual evidence to support analysis of character development
Extension Task	- Conduct research - Write an argument - Present information
Daily Tasks	Daily instruction helps students read and understand text and express that understanding. - Lesson 1: Hamlet, Act I, i-iii (sample tasks) - Lesson 2: Hamlet, Act I, iv-v, and excerpt from The Essays of Arthur Schopenhauer - Lesson 3: Hamlet, Act II, i (sample tasks) - Lesson 4: Hamlet, Act II, ii - Lesson 5: Hamlet, Act III, i, (sample tasks) - Lesson 6: Film clips of Hamlet’s “To Be or Not to Be” soliloquy from multiple versions of Hamlet (sample tasks) - Lesson 7: Hamlet, Act III, ii-iii, and excerpt from The Essays of Arthur Schopenhauer - Lesson 8: Hamlet, Act III, iv to Act IV, i, “Hamlet and His Problems,” and “The Real or Assumed Madness of Hamlet” (sample tasks) - Lesson 9: Hamlet, Act IV, ii-iii - Lesson 10: Hamlet, Act IV, iv, and “The Love Song of J. Alfred Prufrock” (sample tasks) - Lesson 11: Hamlet, Act IV, v, to Act V, i, and Ophelia (sample tasks) - Lesson 12: “The Lady of Shalott” and The Lady of Shalott - Lesson 13: Hamlet (culminating writing task) - Lesson 14: Hamlet, Act V, ii - Lesson 15: “The Cask of Amontillado” (cold-read task) - Lesson 16: “New Words in Hamlet?” (extension task)

English IV



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Unit 4 – Hero

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards
Excerpts (Example) from The Hero with a Thousand Faces, Joseph Campbell (Informational)	<u>Literary Texts (Fiction)</u> • Beowulf • Excerpt from Grendel, 1 John Gardner • Le Morte d’Arthur, Sir Thomas Malory • Excerpt (Merlin’s training of Arthur) from The Once and Future King, T. H. White	Students explore the essential qualities of a leader and/or hero and the journey required for someone to become one. They consider how Anglo-Saxon and medieval writings have influenced the concept of modern day heroes in literature. Students analyze the structure of texts that describe a hero’s path, evaluating how author’s choices contribute to the meaning of the work as a whole.	Reading Literary Texts: RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.10 Informational Text RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.10
	<u>Informational Texts (Nonfiction)</u> • Excerpts from The Perfect Storm, Sebastian Junger, and Into Thin Air, John Krakauer • “Beowulf: The Monsters and the Critics,” JRR Tolkien		Writing W.11-12.1a-e W.11-12.2a-f W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9a-b W.11-12.10
	<u>Nonprint Texts (Fiction or Nonfiction)</u> • Mythos III: The Shaping of Western Tradition, PBS	Text Use Development of central idea through the author’s text structure	Speaking & Listening SL.11-12.1a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 Language L.11-12.1a-b L.11-12.2a L.11-12.3a L.11-12.4a-d L.11-12.5a-b L.11-12.6

English IV



THE DIOCESE
of ALEXANDRIA

Unit 4 – *Hero*

TYPE	SUMMATIVE UNIT ASSESSMENTS
Culminating Writing Task	• Determine an author’s central ideas by analyzing text structure • • Cite strong textual evidence to support analysis of the author’s structure
Extension Task	• Analyze character development and text structure • Compare and contrast literary texts to an informational source • Present analysis
Daily Tasks	Daily instruction helps students read and understand text and express that understanding. • Lesson 1: Excerpts from The Hero with a Thousand Faces (sample tasks) • Lesson 2: The Call to Adventure, Beowulf, chapters 3-5 (sample tasks) • Lesson 3: Supernatural Aid, Beowulf, chapters 6-9 (sample tasks) • Lesson 4: Book 1, Le Morte d’Arthur, The Once and Future King (sample tasks) • Lesson 5: The Crossing of the First Threshold, Beowulf (sample tasks) • Lesson 6: Entering the Belly of the Whale, Beowulf (sample tasks) • Lesson 7: Road of Trials, Beowulf (sample tasks) • Lesson 8: “Into the Abyss” from The Perfect Storm, chapters 1 and 15 from Into Thin Air (sample tasks) • Lesson 9: The Meeting with the Goddess and Woman as Temptress (sample tasks) • Lesson 10: Mythos III: The Shaping of Western Tradition (sample tasks) • Lesson 11: Book III, chapter I, book XI, chapters I-II, and book XVIII chapters 1 and 2 of Le Morte d’Arthur (sample tasks) • Lesson 12: Atonement with the Father, Beowulf, chapters 24-25 (sample tasks) • Lesson 13: Apotheosis, Beowulf, chapters 29-30 (sample tasks) • Lesson 14: Rescue from Without and The Crossing of the Return Threshold, Beowulf, chapters 31-35(sample tasks) • Lesson 15: Master of the Two Worlds and Freedom to Live, Beowulf chapters 36-41(sample tasks) • Lesson 16: “Beowulf: The Monsters and the Critics,” (cold-read task) • Lesson 17: The Adventure of the Hero (culminating writing task) • Lesson 18: The Adventure of the Hero (extension task)