

Lenoir County Public Schools
Curriculum Pacing Guide
2005-2006

Subject: English IV *Honors* **Grade Level:** 12 **9 weeks**

Time (approx teaching days)	Major Concepts	Objective / Pacing	Text / Support Materials
9	1.01 1.02 2.01 2.02 2.03 4.01 4.02 5.02 6.01	Students will: 1) Compose written reflective journal/oral discussion and presentation 2) Compare modern and Anglo-Saxon culture 3) Look for parallels between personal life and literature	BEOWULF Elegies
4	1.00 2.01 2.02 2.03 6.01	1) Examine principles at work in life 2) Predict what will happen next 3) Demonstrate ability to read increasingly complex works	Bede (Caedmon's Hymn) Anglo-Saxon riddles Language history
4	1.02 2.01 2.02 4.01 6.01	1) Analyze and evaluate relationships between ideas, concepts, characters, and experiences 2) Summarize key events and points from texts 3) Use a variety of resources for research on medieval professions	CANTERBURY TALES General Prologue
7	1.01 2.01 2.02 2.03 4.01 6.01	1) Develop critiques using reason, evidence, and credible criteria 2) Synthesize the relationship among texts 3) Understand ambiguities, prejudices, and complexities	Selected Canterbury Tales
7	1.01 2.01 2.02 2.03 3.03 4.01	1) Observe the imaginative experience of literature 2) Identify personal, historical, and cultural influences 3) Apply literary, grammatical, and rhetorical terms (See Next Page)	SIR GAWAIN AND THE GREEN KNIGHT Malory excerpt MERLIN movie

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	5.02 6.01		
3	1.01 2.01 2.02 3.01 3.02 4.01 6.01	1) Develop vocabulary strategies such as context clues and structural analysis to determine meaning 2) Analyze literary purpose, audience, and context 3) Revise writing to enhance voice and sentence variety	Selected ballads
5	1.01 2.01 2.02 2.03 3.02 5.01 6.01	1) Recognize different language conventions, effective use of voice, and importance of strong verbs 2) Assess readers' response to text 3) Distinguish different rhetorical devices	Renaissance poetry PARADISE LOST
12	1.01 1.02 2.02 3.01 4.01 4.02 5.02 6.01 6.02	1) Assemble arguments 2) Evaluate critical perspectives 3) Dramatize links between literature and real life	MACBETH HAMLET OTHELLO

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2	1.01 1.02 2.01 2.02 2.03 3.01 4.01 6.01	1) Contrast author style and sentence 2) Analyze textual components 3) Appraise and evaluate author's craft and style	THE DIARY OF SAMUEL PEPYS A JOURNAL OF THE PLAGUE YEAR
7	1.01 2.01 2.02 3.01 6.01	1) Recognize key events and/or points from the text 2) Modify reading strategies appropriate to reader's purpose 3) Demonstrate connections between work and self	GULLIVER'S TRAVELS "A Modest Proposal"
3	1.01 2.01 2.02 2.03 4.01 4.02 5.02 6.01 6.02	1) Evaluate themes 2) Analyze organizational structures 3) Evaluate impact of organizational features on text	DAVID COPPERFIELD
3	1.01 1.02 2.02 3.02 4.01 5.01 6.01 6.02	1) Empathize with voice of text 2) Demonstrate ability to read expressive texts 3) Develop association between literary movements and influence on writers	Selected Victorian poetry

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3	1.01 2.01 2.02 3.01 3.02 4.01 5.01 6.01	1) Discuss and correct errors in speaking by reviewing and refining purposeful use of various sentence types 2) Evaluate the effect of interpreting literature from various cultural perspectives 3) Recognize different language conventions and effective use of voice	Selected 20 th century poetry
3	1.01 2.01 2.02 3.01 4.01 5.02 6.01	1) Make inferences, predict, and draw conclusions about text 2) Apply non-print resources in order to demonstrate the influence of personal biases 3) Demonstrate meaning, style, and genre of short stories	Selected 20 th century short stories
3	1.01 2.01 2.02 4.01 6.01	1) Analyze the power of standard usage over nonstandard usage in academic writing 2) Compose reflective texts that examine the learner's own response in light of peer responses 3) Evaluate connections between the learner's life and experiences	Selected 20 th century essays

Selections to Accompany English IV Honors Pacing Guide

Canterbury Tales

- "The Pardoner's Tale"
- "The Wife of Bath's Tale and Prologue"
- "The Nun's Priest's Tale"
- "The Oxford Cleric's Tale"
- "The Merchant's Tale"
- "The Franklin's Tale"

Ballads

- "Sir Patrick Spence"
- "Lord Randall"
- "Get Up and Bar the Door"

Renaissance Poetry

- Shakespearean Sonnets
- "The Passionate Shepard to His Love"
- "The Nymph's Reply to the Shepard"
- "A Valediction Forbidding Mourning"
- "On His Blindness"
- "To His Coy Mistress"
- "To the Virgins, To Make Much of Time"

Romantic Poetry

- "To a Mouse"
- "To a Louse"
- "The Lamb"
- "The Tyger"
- "The Chimney Sweeper"
- "I Wandered Lonely As A Cloud"
- "Ozymandias"
- "Ode to the West Wind"
- "Ode on a Grecian Urn"

Victorian Poetry

- "Ulysses"
- "My Last Duchess"
- "To An Athlete Dying Young"
- "When I Was One and Twenty"
- "Terrence, This Is Stupid Stuff"

Twentieth Century Poetry

"The Love Song of J. Alfred Prufrock"

"Anthem for a Doomed Youth"

"Winers"

"Musee des Beaux Arts"

"The Hollow Men"

Twentieth Century Short Stories

"No Witchcraft for Sale"

"The Lady in the Looking Glass"

"The Rocking Horse Winner"

"The Gardener"

Twentieth Century Essays

"Politics and the English Language"

"Shooting an Elephant"

"Wartime Speech"

"The Rights We Enjoy, the Duties We Owe"

*Grammar, Viewing, and Composition goals are covered within literature strands