English IV Curriculum

English IV Course Overview

Course Description

English IV provides a framework for the critical study and analysis of literature through a rigorous examination of various genres (short story, drama, poetry, nonfiction and the novel), with an emphasis of British literature. The curriculum includes challenging literature to improve reading comprehension, analytical thinking, college-level writing, and personal expression. Students are expected to read extensively, study and discuss in depth, and write essays that reflect careful thinking, competent writing, and readiness for post-secondary education. The class also helps students become active listeners and articulate speakers. Students learn to respect others, to consider diverse views, and to collaborate effectively in preparation for a world that requires those skills.

Assessments

Diagnostics, formative and summative assessments are used to plan lessons and provide focused feedback to students. Below are some assessment examples:

- Observations/Conversations/Work Samples
- Reading responses
- Student questions/comments
- Informal writing samples
- Formal essays
- Group/individual projects
- Graded discussion/presentations
- Tests/quizzes
- Peer- and Self-assessments

Grade Level Expectations

Domains	12th Grade
1. Speaking and Listening	1. Comprehends and presents information in a variety of media 2. Evaluates a speaker's reasoning and use of evidence Adapts or enhances a message for the appropriate audience, purpose, or task
2. Reading for All Purposes 3. Writing and Composition	1. Reads for general understanding, recognizing and analyzing literary elements, locating evidence, and evaluating author's purpose and point of view 2. Analyzes the effect of word choice and figurative language Acquires new vocabulary
3. Writing and Composition 4. Research and Reasoning	1. Demonstrates understanding of coherence and focus; writes well-defined perspectives and reasoned arguments with audience awareness 2. Use the recursive process of writing to produce well-written documents for specific purposes and audiences. Effectively uses introductions, supplies supporting evidence, and constructs meaningful conclusions
4. Research and Reasoning	1. Uses print and digital sources for research and distribution of writing. 2. Supports analysis, reflection, and research by using evidence from texts, critical thinking, and logical reasoning. 3. Evaluates the credibility of sources and follows a standard format for citation.

Components of Upper School English Language Arts Classes

Stakeholders understand that Valwood

- Has clear and high expectations for all students
- Designs instruction driven by curriculum and student needs
- Provides frequent and descriptive feedback that meaningfully guides student effort
- Supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension
- Offers opportunities for multiple forms of representation (e.g. pictures, words, symbols, diagrams, tables, graphs, audio and video recordings, and movement)

Students actively engage in learning by:

- Participating in classroom talk (listening, elaborating, clarifying, expanding, questioning, inviting others in)
- Applying rigorous, strategic thinking (explanation, interpretation, application, perspective-taking, empathy, self-reflection)
- Practicing skills of a 21st century learner (independence, self-advocacy, time management, organization, agency, resilience, inquiry, self-motivation, responsibility)

Teachers design instruction that includes:

- Reading, writing, speaking, and listening every week
- Reading and writing in multiple genres
- Creating opportunities for students to engage in inquiry-based thinking
- Balancing whole group, small group, and individual instruction
- Using collaborative learning groups
- Opportunities to respond to texts in meaningful ways
- Finding ways for students to publish their writing to authentic audiences
- Opportunities for authentic, meaningful, interactive discussion

English IV

1. Speaking and Listening: Flexible communication and collaboration

The Speaking and Listening expectations require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, evaluate what they hear, integrate information from a variety of sources, use media and visual displays to communicate effectively for specific purposes, and adapt speech to audience and task.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.

2. Build on others' ideas and express their own clearly and persuasively.

3. Integrate and evaluate information presented in diverse media and formats.

4. Evaluate a speaker's point of view, reasoning, and use of evidence to inform, persuade, or motivate an audience.

Presentation of Knowledge and Ideas

5. Design organization, development, and style appropriate to task, purpose, and audience.

6. Present information, findings, and supporting evidence so that listeners can follow the line of reasoning.

7. Use digital media and visual displays of data strategically in order to enhance presentations.

8. Adapt speech to a variety of contexts and communicative tasks.

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Vocabulary Acquisition

2. Acquire a range of academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

3. Demonstrate independence in gathering vocabulary knowledge when encountering new words vital to comprehension or expression.

Use of Language

4. Make effective choices of language to demonstrate understanding of how words functions in different contexts.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

English IV – Speaking and Listening	
Students prepare for and communicate effectively sharing reasoning and varied perspectives during oral presentations.	
Evidence Outcomes	**21st Century Skills and Readiness Competencies**

Evidence Outcomes

Presentation of Knowledge and Ideas:

a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, so that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose and audience.

b. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

c. Demonstrate critical thinking, innovation, and audience awareness when choosing an effective mode of presentation.

d. Adapt speech to a variety of contexts and tasks, demonstrating a command of Standard English.

e. Present a clear thesis, claims, and data, and address alternate or opposing perspectives to demonstrate awareness of issue and audience.

f. Deliver formal and informal presentations, using verbal and nonverbal techniques, clear enunciation, appropriate organization, vocabulary and tone to accomplish goals.

g. Rehearse presentations to gain fluency, adjust tone and modulate volume for emphasis; develop a confident posture and eye contact with the audience.

h. Participate actively and demonstrate respect by addressing the previous speaker in the response and providing appropriate and effective feedback. Politely critique the accuracy, relevance and validity of evidence used or cited in a group discussion or presentation.

i. Use feedback to analyze audience responses to evaluate how effectively each presentation meets intended purposes.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. In what ways can speakers effectively engage audiences throughout a presentation?
2. How are speaking, listening, and responding skills used during an effective presentation?
3. What can speakers learn about their own presentation skills from listening to and critiquing the presentations of others?

Relevance and Application:

1. Tone and eye contact can negatively influence an outcome.
2. Verbal and nonverbal cues can build or destroy the trust of an individual or an audience.
3. Real-time feedback technologies can provide nonverbal cues and systematic information regarding a speaker's degree of impact or persuasion on an audience.
4. Electronic tools such as pod casts or video conferencing can allow delivery to and feedback from a diverse audience.
5. World travelers use nonverbal cues to communicate needs.
6. Forensic and debate speakers use verbal and nonverbal techniques to gain the favor of an audience's judgment.
7. Effective presenters think about what types of language (formal or informal) they need to use to convey a message.
8. Understanding the audience is critical to delivering a message successfully.

English IV – Speaking and Listening	
Students initiate and participate effectively in a range of collaborative discussions, using appropriate language.	
Evidence Outcomes	**21st Century Skills and Readiness Competencies**

Evidence Outcomes	21st Century Skills and Readiness Competencies

a. Participate in discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing one's own clearly.
 	
   i. Prepare for discussions by reading and researching material under study and generating original questions and opinions; explicitly refer to evidence from texts to stimulate a thoughtful, well-reasoned, unique exchange of ideas.
 	
   ii. Work with peers to promote civil, democratic decision-making, set clear goals, and determine individual roles.
 	
   iii. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a variety of positions on a topic or issue; clarify, verify, or challenge ideas; and promote divergent and creative perspectives.
 	
   iv. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence in responses; resolve contradictions; and determine next steps to deepen an investigation or complete a task.
 	
   v. Contribute to the discussion by demonstrating critical thinking that relates the text to issues outside of the text (e.g. historical events, current events, other literature, etc.).
 	
b. Integrate multiple sources of information presented in diverse formats and media, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 	
c. Evaluate a speaker's presentation according to criteria.
 	
d. Participate actively and politely by addressing the previous speaker in the response, providing appropriate and effective feedback concerning the accuracy, relevance and validity of evidence used or cited in a group discussion or presentation.
 	
e. Demonstrate knowledge by facilitating a group; listen critically and evaluate the effectiveness of oral delivery techniques and overall effectiveness of the group, then guide it to a larger conclusion.
	Inquiry Questions:
	1. How do people benefit from listening to the perspectives of others?
	2. Why is it important to cite valid and reliable sources?
	3. When is something in life perceived as accurate and relevant to experiences, and yet considered wrong?
	4. Is there any fact that is forever certain?
	5. How do perspectives change over time and through experience?
	
	Relevance and Application:
	1. Informed voters must verify facts, premises, and claims.
	2. Asking relevant questions demonstrates both skepticism and respect for the work of the speaker.
	3. Various modes of fact-checking can be used to determine citations, sources, and the validity of evidence.
	4. Historians must always substantiate and prove their claims.
	5. Skilled communicators are both critical listeners and effective speakers.
	6. Good communicators evaluate other speakers' points of view, biases, and evidence.

2. Reading: Text complexity and the growth of comprehension

Reading expectations place equal emphasis on the sophistication of what students read and the skill with which they read. Students encounter increasing text complexity from beginning reading to the college and career readiness level. Students must show a steadily growing ability to discern more from and make fuller use of text, including making connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

READING

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific parts of a text relate to each other and to the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Evaluate and integrate the content presented in of print and digital sources.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the authors' approaches.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

LANGUAGE

Knowledge of Language

1. Apply knowledge of language to understand how language functions in context and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

2.Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

1. Demonstrate independence in gathering vocabulary knowledge when encountering new words vital to comprehension or expression.

2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

English IV – Reading

Students engage with increasingly more difficult texts and they become increasingly more skilled at using textual evidence in speaking and writing to support analysis and personal responses to literature.

Evidence Outcomes	21st Century Skills and Readiness Competencies
Key Ideas and Details: a. Cite strong and thorough textual evidence to support an original argument based on explicit text and inferences drawn. b. Determine a theme or central idea of a text and analyze its development over the course of the text. c. Analyze how complex characters, motifs, and images develop over the course of a text to advance the plot or develop the theme. d. Analyze the impact of the author's choices and how those choices illustrate a larger theme or purpose; draw parallels to the human experience and support conclusions about what the author is saying about that experience. **Craft and Structure:** e. 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. f. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, and impact; evaluate the effectiveness of the author's structure in achieving his purpose. g. Analyze texts in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). **Integration of Knowledge and Ideas:** h. Analyze and evaluate multiple interpretations of a story, drama, or poem. i. Consider how the different interpretations illustrate different purposes. j. Demonstrate knowledge of foundational works of English literature, including how two or more texts from the same period treat similar themes or topics. Recognize the influences of these works of literature and relate them to current issues. k. Evaluate the contribution to society made by works of literature that deal with similar topics and problems.	**Inquiry Questions:** 1. Which character from the current text do you identify with? 2. How does living in an earlier century compare with life today? 3. Does a periodical's headline or title affect an argument or understanding of content? 4. How does a writer's perspective illustrate authority and impact purpose? 5. Does literature reflect culture or shape it? **Relevance and Application:** 1. Capturing the stories is the role of most periodical writers, historians, and sports writers. 2. Online book clubs, blog sites, and storytellers depend on ever changing strategies to find and share meaning in stories. 3. Pharmacists require the ability to compare and synthesize ideas from informational texts to prevent unnecessary deaths. 4. Mechanics use informational texts when making repairs to assess the sufficiency of a specific "fixing" function. 5. Air quality commissioners use research texts to make difficult and specific decisions. 6. Trusted Web sites are used to seek out visual and multimedia representations of printed text to enhance understanding. 7. Readers use relevant background knowledge and consistently apply it to what they are reading to better facilitate drawing conclusions and increase comprehension of the text. 8. Skilled readers comprehend what they read and apply that understanding to function effectively as a contributing citizen. Note: At Valwood School students will read texts with increasing complexity, based on Lexile levels indicating the difficulty of meaning, vocabulary, and structure (of sentences or entire texts). Other variables include student interest, motivation, and curricular goals. In English IV, students read English literature and related world literature from a variety of genres, including poetry, plays, novels, short stories, and informational texts (personal essays, speeches, opinions, biographies, memoirs, journalism, etc).

English IV – Reading

Students analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, academic, and content-specific words and phrases.

Evidence Outcomes	21st Century Skills and Readiness Competencies

Vocabulary Acquisition and Use:
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
    i. Use context as a clue to the meaning of a word or phrase.
    ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
    iii. 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 meaning, part of speech, etymology, or standard usage.
    iv. 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).
    v. Use knowledge and understanding of common word roots.
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    i. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    ii. Analyze nuances in the meaning of words with similar denotations.
c. Acquire and use accurately general academic and domain-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.
	Inquiry Questions:
	1. How does having a sound knowledge of English language aid in text comprehension?
	2. How is content-specific academic language beneficial to the development of comprehension in content areas, (i.e., science, social studies, and health specific vocabulary)?
	3. Why is it important to correctly use patterns of word changes to bring meaning to text?
	
	Relevance and Application:
	1. Having sound knowledge of language, and how language functions, is a necessity when individuals enter the work force.
	2. College students must write formal essays on a variety of subjects in several disciplines. It is essential to understand the complexities of language to be successful in these tasks.
	3. Individuals encounter various texts that rely on language to persuade and inform (newspapers, blogs, etc.).
	4. Skilled readers are able to immerse themselves into the English language to derive and infer meaning from difficult text.
	5. Skilled readers study and apply information as they acquire knowledge in all academic disciplines.

3. Writing: Essential skills, responding to reading, and incorporating research

The writing expectations acknowledge that some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Writing instruction stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Research goals are included because consulting primary and secondary sources is central to effective inquiry.

WRITING

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct both short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
6. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English IV – Writing

Students write with attention to audience and purpose, a clear focus, coherent organization, and sufficient elaboration to produce persuasive and informational compositions.

Evidence Outcomes	21st Century Skills and Readiness Competencies

Text Types and Purposes:
a. Write original arguments supported by claims.
    i. Introduce a precise, knowledgeable claim, establish its significance, distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim, counterclaim, reasons, and evidence.
    ii. Develop claims and counterclaims thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both.
    iii. Use words, phrases, and clauses and varied syntax to link the major sections of the text and create cohesion and clarity.
    iv. Establish and maintain a formal style and objective tone.
    v. Provide a conclusion that supports the argument emphasizes the relevance of the speaker's purpose.
    vi. Use effective rhetorical strategies and appeals to engage and guide the audience.
    vii. Establish credibility by anticipating and addressing reader biases.
    viii. Use emotional, logical, and ethical appeals to persuade.
b. Write informative/explanatory texts.
    i. Introduce a topic; organize complex ideas and information so that each new element builds to create a unified whole.
    ii. Demonstrate audience awareness and 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.
    iii. Use appropriate, effective, and varied transitions and syntax to create cohesion, clarify relationships among complex ideas.
    iv. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic and demonstrate control.
    v. Establish and maintain a formal style and objective tone.
    vi. Provide a concluding statement or section that follows from and supports the information or explanation presented.
c. Revise informative writing to improve the clarity and effectiveness of the relationship between the central idea, evidence, and organization.
d. Evaluate the effectiveness of the organization, evidence, and details in recognizing audience and communicating the author's purpose
e. Write to analyze and explain procedures, processes, and informational texts (e.g. steps in a scientific investigation, how bills become law).
	Inquiry Questions:
	1. Why must a writer determine audience?
	2. What are implications if writers don't revise?
	3. How do authors appeal to the readers' emotions and senses of logic?
	4. How does an author influence readers as they read?
	
	Relevance and Application:
	1. Writers refine information to express varied points of view
	2. Blogs, advertising and public service announcements are examples of where persuasive texts attempt to influence audiences.
	3. Businesses create documents to convey mission statements, guiding principles, stated goals, handbooks for employees, reports for shareholders, etc.
	4. Skilled readers are able to immerse themselves into the English language to derive and infer meaning from difficult text.
	5. Skilled readers study and apply information as they acquire knowledge in all academic disciplines.

English IV - Writing

Students use the recursive process of writing to produce well-written documents for specific purposes and audiences.

Evidence Outcomes	21st Century Skills and Readiness Competencies
Production and Distribution of Writing: a. Produce clear writing in which the development, organization, and style are appropriate to task, purpose, and audience. b. Develop and strengthen writing by planning, revising, editing, rewriting, with a specific purpose and audience in mind. c. Use technology to produce, publish, and update individual or shared writing products.	**Inquiry Questions:** 1. Why is it important to know and properly use the English conventions of writing? 2. What are both a benefit and a caution to using grammar and spell-checker tools? 3. How does reviewing previous drafts and revisions improve a writer's work?

Conventions of Standard English:
d. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
    i. Understand that usage is a matter of convention, can change over time, and is sometimes contested.
    ii. Resolve issues of complex or contested usage, consulting references.
    iii. Distinguish between the active and passive voice, and write in the active voice.
    iv. Use cumulative and periodic sentences strategically to emphasize purpose.
    v. Ensure agreement of subjects/verbs and pronouns/antecedents.
    vi. Use a variety of phrases (absolute, appositive) accurately and purposefully to improve writing.
    vii. Use idioms correctly, particularly prepositions that follow verbs.
e. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.
    i. Use a semicolon and conjunctive adverbs to link two or more closely related independent clauses.
    ii. Use a colon to introduce a list or quotation.
    iii. Spell correctly and observe hyphenation conventions.
    iv. Eliminate comma splices and fragments.
f. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type and vary syntax for effect, consulting references for guidance as needed.
g. Write over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Relevance and Application:
	1. It is imperative when writing for college essays and scholarship and job applications to illustrate dedication and care through proper grammar and mechanics.
	2. Using the dictionary, spell-checker, and other tools can teach as well as correct or edit writing.
	3. Writers save copies of their revisions to see how their writing has progressed.
	4. Writers use proper English conventions when writing.
	5. Writers who have a solid understanding of grammar and conventions can effectively manipulate those rules to better illustrate purpose.

4. Research and Reasoning

Research and reasoning skills are necessary for success in postsecondary and workforce settings. Students acquire these skills throughout their schooling. Over time, they learn to distinguish their own ideas from information created or discovered by others; understand the importance of creating authentic works; and correctly cite sources to give credit to the author of the original work.

WRITING

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
2. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
3. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English IV – Research and Reasoning

Students gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions.

Evidence Outcomes	21st Century Skills and Readiness Competencies
Research to Build and Present Knowledge: a. 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. b. 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. c. Synthesize evidence from literary and informational texts to support argument, analysis, reflection, and research. d. Use both primary and secondary sources appropriate to the question, topic, or issue under investigation; Use a variety of types of evidence to support the purpose of the research. e. Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). f. Use in-text parenthetical citations to document sources of quotations, paraphrases and information. g. Evaluate accuracy and usefulness of information and the credibility of the sources used by recognizing valid and faulty generalizations as well as common reasoning fallacies.	**Inquiry Questions:** 1. How do you know if an online source is credible? 2. How can a researcher ensure objective viewpoints in research? 3. How do researchers generate quality research questions? **Relevance and Application:** 1. Representing and accurately citing data, conclusions, the opinions of others can be compromised if the researcher does not recognize his/her bias on the topic. 2. Accurately documenting sources of information can prevent accusations of plagiarism, which can sometimes lead to legal action. 3. Quality researchers recognize bias and practice subjectivity in relaying information. 4. Researchers follow the reasoning that supports an argument or explanation and can assess whether the evidence provided is relevant and sufficient 5. Skilled writers apply their knowledge when completing technical writing in Science, Technical Subjects, and History/Social Studies.

English IV – Research and Reasoning
Students evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration; they support evaluations by using evidence from texts, critical thinking, and logical reasoning.

Evidence Outcomes	21st Century Skills and Readiness Competencies
a. Critically evaluate the usefulness of information based on relevance to purpose, source, objectivity, copyright date, and cultural and world perspective. b. Assess strengths and weaknesses of their own thinking and the thinking of others by using criteria including relevance, clarity, accuracy, fairness, depth, breadth, logic. c. Recognize and question the implications of language and image use that reflect bias and assumption in one's own and others' research; and consider the purpose of this language and image use. d. Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views. e. Evaluate the accuracy of information in a text, citing text-based evidence, author's use of expert authority, and author's credibility to defend the evaluation. f. Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two writers addressing the same issue). g. Analyze the logic of complex situations by questioning the purpose, the question, information, points of view, implications and consequences, inferences, assumptions. h. Determine the extent to which the researcher entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness).	**Inquiry Questions:** 1. How do readers determine if the author(s) they are using are credible, biased on a topic or have a neutral, unbiased approach? 2. As they read from multiple texts and across disciplines, how do people organize their thinking for depth of content understanding? 3. Are there any disciplines of study which do not require critical thinking? 4. When does logic undermine a discipline? **Relevance and Application:** 1. Presenters organize information and present it to others around a point of view. 2. In the media world, people are bombarded with many pieces of information. Keen observing skills to sift through information for clarity, bias, and relevance help one to discriminate good information from faulty input when making informed decisions. 3. Writers have strong influence on others' thinking. Good professors help students expand the ability to critically think and foster intellectual humility. 4. Reading and participating in blogs give practice in applying critical thinking through the engagement with an authentic audience. 5. Researchers must be flexible with their thinking, so new learning can take place. 6. When researchers analyze and assess thinking, they attempt to be fair-minded and look for connections to other content areas. 7. Investigative intellects can transform their ideas when being flexible, open-minded, empathetic, humble and confident in reason.