



**English IV GL**  
**Year at a Glance (YAG)**  
**2023-24**



First Semester		Second Semester	
<p><b>1<sup>st</sup> Nine Weeks – 40 days</b>            (August 15<sup>th</sup> – October 12<sup>th</sup>)  <i>(September 6<sup>th</sup> – Labor day – No School)</i>  <i>(October 11<sup>th</sup> – Staff Development)</i></p>		<p><b>3<sup>rd</sup> Nine Weeks – 48 days</b>            (January 3<sup>rd</sup> – March 10<sup>th</sup>)  <i>(January 16<sup>th</sup> – MLK – No School)</i>  <i>(February 20<sup>th</sup> - Presidents' Day-Staff Development)</i>  <i>(March 13-17 - Spring Break)</i></p>	
<p><b><u>TEKS</u></b>  <u>E4.1A, E4.1B,</u>  <u>E4.3A, E4.5G,</u>  <u>E4.1A, E4.5J</u></p> <p><u>E4.4A, E4.4B,</u>  <u>E4.4C, E4.4D,</u>  <u>E4.4E, E4.4F</u></p> <p><u>E4.6A, E4.6B,</u>  <u>E4.6C, E4.6D, 7A</u>  <u>E4.7E,</u></p> <p><u>E4.8A</u>  <u>E4.8B, E4.8D,</u>  <u>E4.8E, E4.8F, E4.8G,</u></p> <p><u>E4.9B, E4.9C,</u>  <u>E4.9D, E4.9E,</u>  <u>E4.10F</u></p> <p><u>E4.11A, E4.11B,</u>  <u>E4.11C, E4.11D,</u>  <u>E4.11E, E4.11G,</u>  <u>E4.11H, E4.11I</u></p> <p><b><u>Positive Character TEKS</u></b>            §120.9            1 (A-D)</p>	<p><b>Literary Analysis</b> (22 days) Students examine selected fiction and poetry in order to analyze how authors use literary devices and techniques to achieve a particular purpose and how literature is a reflection of the culture that created it.</p> <p><b>Personal Essay</b> (11 days) Students examine selected narrative essays in order to analyze how authors use narrative techniques to craft meaning. Students use these essays as models for their own narrative composition.</p> <p><b>Grammar</b> (6 days) Students apply grammar practice lessons into their writing responses.</p> <p>Students will evaluate what it means to be trustworthy when they examine the characteristic traits of Beowulf and the values of the culture of the Danes.</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p>	<p><b><u>TEKS</u></b>  <u>E4.1A, E4.1B,</u>  <u>E4.3A, E4.5G,</u>  <u>E4.1A, E4.5J</u></p> <p><u>E4.4A, E4.4B,</u>  <u>E4.4C, E4.4D,</u>  <u>E4.4E, E4.4F</u></p> <p><u>E4.5H,</u></p> <p><u>E4.6A, E4.6B,</u>  <u>E4.6C, E4.6D,</u></p> <p><u>E4.7A, E4.7B,</u>  <u>E4.8A</u>  <u>E4.8B, E4.8D,</u>  <u>E4.8E, E4.8F,</u>  <u>E4.8G,</u></p> <p><u>E4.9B, E4.9C,</u>  <u>E4.9D, E4.9E,</u></p> <p><u>E4.10A, E4.10B,</u>  <u>E4.10D, E4.10F</u></p> <p><u>E4.11A, E4.11B,</u>  <u>E4.11C, E4.11D,</u>  <u>E4.11E, E4.11G,</u>  <u>E4.11H, E4.11I</u></p> <p><b><u>Positive Character TEKS</u></b>            §120.9            2 (A-D)</p>	<p><b>Literary Analysis</b> (10 days) Students examine selected poetry in order to analyze how authors use literary devices and techniques to achieve a particular purpose and how literature is a reflection of the culture that created it.</p> <p><b>Satire Essay</b> (8 days) Students exam selected satirical essays in order to analyze how authors use satire to craft meaning. Students use these essays as models for their own satire essay.</p> <p><b>Professional Website</b> (8 days) Students create a professional website to work on career readiness skills.</p> <p><b>Career Choice Essay</b> ( 8 days) Students use academic databases to research a self-selected career choice in order to compose an expository essay.</p> <p><b>Career Research Presentations</b> (20 days) Students use academic databases and credible media outlets to research self-selected career choices in order to present and facilitate a class discussion on the future careers students may choose..</p> <p><b>Grammar (12 days)</b> Students apply grammar practice lessons into their writing responses.</p> <p>Students will identify the characteristics of being a responsible adult in a career field and evaluate their strengths and weaknesses in the characteristics the have identified.</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p>



# English IV GL Year at a Glance (YAG)



2023-24

2 <sup>nd</sup> Nine Weeks – 43 days (October 13 <sup>th</sup> – December 16 <sup>th</sup> ) (November 21 <sup>st</sup> – 25 <sup>th</sup> – Thanksgiving Break) (December 19 <sup>th</sup> – December 30 <sup>th</sup> – Holiday Break)	4 <sup>th</sup> Nine Weeks – 46 days (March 21 <sup>st</sup> – May 24 <sup>th</sup> ) (April 7 <sup>th</sup> – Good Friday – No School) (April 28 <sup>th</sup> – Battle of Flowers – No School)		
<p><b>TEKS</b> <u>E4.1A, E4.1B,</u> <u>E4.3A, E4.5G,</u> <u>E4.1A, E4.5J</u></p> <p><u>E4.4A, E4.4B,</u> <u>E4.4C, E4.4D,</u> <u>E4.4E, E4.4F</u></p> <p><u>E4.5A, E4.5B, E4.5C,</u> <u>E4.5D, E4.5E</u></p> <p><u>E4.6A, E4.6B,</u> <u>E4.6C, E4.6D, 7A</u> <u>E4.7B, C, E4.7E,</u></p> <p><u>E4.8A</u> <u>E4.8B, E4.8D,</u> <u>E4.8E, E4.8F, E4.8G,</u></p> <p><u>E4.9B, E4.9C,</u> <u>E4.9D, E4.9E,</u> <u>E4.10F</u></p> <p><u>E4.11A, E4.11B,</u> <u>E4.11C, E4.11D,</u> <u>E4.11E, E4.11G,</u> <u>E4.11H, E4.11I</u></p> <p><b>Positive Character TEKS</b></p> <p>§120.9 3(A-D)</p>	<p><b>Literary Analysis</b> (30 days) Students examine selected fiction in order to analyze how authors use literary devices and techniques to achieve a particular purpose and how literature is a reflection of the culture that created it.</p> <p><b>Drama and the Dramatic Form</b> (7 Days). Students will help develop their dramatic skills by participating in a dramatic reading of a play, as well as develop essential knowledge on subtext.</p> <p><b>Grammar</b> (8 days) Students apply grammar practice lessons into their writing responses.</p> <p>Students will evaluate how compassion or the lack of it can affect people.</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p>	<p><b>TEKS</b> <u>E4.1A, E4.1B,</u> <u>E4.3A, E4.5G,</u> <u>E4.1A, E4.5J</u></p> <p><u>E4.4A, E4.4B,</u> <u>E4.4C, E4.4D,</u> <u>E4.4E, E4.4F</u></p> <p><u>E4.5A, E4.5B, E4.5C,</u> <u>E4.5D, E4.5E, E</u> <u>4.5H, E4.5J,</u></p> <p><u>E4.6A, E4.6B,</u> <u>E4.6C, E4.6D, 7A</u> <u>E4.7E,</u></p> <p><u>E4.8A</u> <u>E4.8B, E4.8D,</u> <u>E4.8E, E4.8F,</u> <u>E4.8G,</u></p> <p><u>E4.9B, E4.9C,</u> <u>E4.9D, E4.9E,</u> <u>E4.10F</u></p> <p><u>E4.11A, E4.11B,</u> <u>E4.11C, E4.11D,</u> <u>E4.11E, E4.11G,</u> <u>E4.11H, E4.11I</u></p> <p><b>Positive Character TEKS</b></p> <p>§120.9 4(A-D)</p>	<p><b>Literary Analysis</b> (28 days) Students examine selected fiction and literary non-fiction in order to analyze how authors use literary devices and techniques to achieve a particular purpose and how literature is a reflection of the culture that created it.</p> <p><b>This I Believe Essay:</b> (12 days) Students examine selected “This I Believe” essays in order to analyze how authors use narrative and expository techniques to express personal beliefs. Students use these essays as models for their own “The I Believe” essay.</p> <p><b>Socratic Seminar</b> (8 days) Students evaluate thematic topics and questions in order to present and facilitate a class discussion on the issues.</p> <p><b>Grammar</b> (10 days) Students apply grammar practice lessons into their writing responses.</p> <p>Students participate in constructive discussion of opposite opinions using protocols to ensure active listening and respect for all.</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p>

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Selected visual texts Raffel, translator, <i>Beowulf</i> Heaney, translator, <i>Beowulf</i>	Drama by William Shakespeare Selected poems Selected fiction and non-fiction excerpts	Shelley, <i>Frankenstein</i> Selected non-fiction excerpts Selected essays and informational short texts	Anaya, <i>Bless Me, Ultima</i> Selected short stories NPR, <i>This I Believe</i>