

Putnam City Schools English IV PASS Curriculum Map

Textbooks: Literature Book—*McDougal Literature*; Writing/Grammar Book—*Language Network*. Also, see essential questions map.

ACT Test Dates: September 11, October 23, December 11, February 12, April 9, June 11

English IV PASS Reading/Literature	Q1	Q2	Q3	Q4	Activities/Resources
PASS R/L Vocabulary 1.1. - Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematics (gene splicing, genetic engineering).					
Pass R/L Vocabulary 1.2. - Research unfamiliar words based on characters, themes, or historical events.					
PASS R/L Vocabulary 1.3. - Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.					
PASS R/L Vocabulary 1.4. - Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.					
PASS R/L Comprehension 2.1.a. Literal Understanding - Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.					
PASS R/L Comprehension 2.1.b. Literal Understanding - Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).					
PASS R/L Comprehension 2.1.c. Literal Understanding - Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.					
PASS R/L Comprehension 2.1.d. Literal Understanding - Construct images such as graphic organizers based on text descriptions and text structures.					

Putnam City Schools English IV PASS Curriculum Map

<p>PASS R/L Comprehension 2.1.e. Literal Understanding - Read silently with comprehension for a sustained period of time.</p>					
<p>PASS R/L Comprehension 2.2.a. Inferences and Interpretation - Interpret the possible inferences of the historical context on the literary works.</p>					
<p>PASS R/L Comprehension 2.2.b. Inferences and Interpretation - Describe the development of plot and identify conflicts and how they are addressed and resolved.</p>					
<p>PASS R/L Comprehension 2.2.c. Inferences and Interpretation - Identify influences on a reader's response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality).</p>					
<p>PASS R/L Comprehension 2.2.d. Inferences and Interpretation - Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.</p>					
<p>PASS R/L Comprehension 2.3.a. Summary and Generalization - Determine the main idea and supporting details by producing summaries of text.</p>					
<p>PASS R/L Comprehension 2.3.b. Summary and Generalization - Use text features and elements to support inferences and generalizations about information.</p>					
<p>PASS R/L Comprehension 2.3.c. Summary and Generalization - Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p>					
<p>PASS R/L Comprehension 2.3.d. Summary and Generalization - Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.</p>					

Putnam City Schools English IV PASS Curriculum Map

<p>PASS R/L Comprehension 2.4.b. Analysis and Evaluation - Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p>					
<p>PASS R/L Comprehension 2.4.c. Analysis and Evaluation - Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p>					
<p>PASS R/L Comprehension 2.4.d. Analysis and Evaluation - Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p>					
<p>PASS R/L Comprehension 2.4.e. Analysis and Evaluation - Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.</p>					
<p>PASS R/L Literature 3.1.a. Literary Genres - Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.</p>					
<p>PASS R/L Literature 3.1.b. Literary Genres - Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.</p>					
<p>PASS R/L Literature 3.2.a. Literary Elements - Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p>					
<p>PASS R/L Literature 3.2.b. Literary Elements - Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.</p>					
<p>PASS R/L Literature 3.2.c. Literary Elements - Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they</p>					

Putnam City Schools English IV PASS Curriculum Map

<p>speak out loud to themselves).</p>					
<p>PASS R/L Literature 3.2.d. Literary Elements - Evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.</p>					
<p>PASS R/L Literature 3.2.e. Literary Elements - Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p>					
<p>PASS R/L Literature 3.3.a Figurative Language and Sound Devices - Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.</p>					
<p>PASS R/L Literature 3.3.b. Figurative Language and Sound Devices - Identify and explain sound devices including alliteration and rhyme.</p>					
<p>PASS R/L Literature 3.3.c. Figurative Language and Sound Devices - Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.</p>					
<p>PASS R/L Literature 3.4.a. Literary Works - Analyze and evaluate works of literature and the historical context in which they were written.</p>					
<p>PASS R/L Literature 3.4.b. Literary Works - Analyze and evaluate literature from various cultures to broaden cultural awareness.</p>					
<p>PASS R/L Literature 3.4.c Literary Works - Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas</p>					

Putnam City Schools English IV PASS Curriculum Map

expressed in each work.					
PASS R/L Literature 3.4.d. Literary Works - Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.					
PASS R/L Research and Information 4.1.a. Accessing Information - Access information from a variety of primary and secondary sources.					
PASS R/L Research and Information 4.1.b. Accessing Information - Skim text for an overall impression and scan text for particular information.					
PASS R/L Research and Information 4.1.c. Accessing Information - Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order)/					
PASS R/L Research and Information 4.2.a. Interpreting Information - Summarize, paraphrase, and or quote relevant information					
PASS R/L Research and Information 4.2.b. Interpreting Information - Determine the author's viewpoint to evaluate source credibility and reliability.					
PASS R/L Research and Information 4.2.c. Interpreting Information - Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.					

Putnam City Schools English IV PASS Curriculum Map

<p>PASS R/L Research and Information 4.2.d. Interpreting Information - Identify complexities and inconsistencies in the information and different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.</p>					
<p>PASS R/L Research and Information 4.2.e. Interpreting Information - Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.</p>					
<p>PASS R/L Research and Information 4.2.f. Interpreting Information - Compile written ideas and information into reports, summaries, or other formats and draw conclusions.</p>					
<p>English IV PASS Writing/Grammar/Usage/Mechanics</p>					
<p>PASS Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. Write coherent and focused texts that show a well defined point of view and tightly reasoned argument. The writing demonstrates a progression through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.</p>					

Putnam City Schools English IV PASS Curriculum Map

<p>PASS W 1.2 Writing Process - Use elaboration to develop an idea:</p> <ul style="list-style-type: none"> a. draft a text with a clear, controlling idea or thesis. b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division. c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue. d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone. e. understand and apply formal and informal diction for a desired effect. 					
<p>PASS W 1.3 Writing Process - Demonstrate organization, unity, and coherence during revision process:</p> <ul style="list-style-type: none"> a. read the draft from the intended audience's point of view to evaluate clarity of purpose. b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece. c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent. d. evaluate whether ideas are adequately developed. e. apply a consistent and appropriate point of view. f. understand and apply formal and informal diction. 					
<p>PASS W 1.4 Writing Process - Editing/proofreading and evaluating:</p> <ul style="list-style-type: none"> a. apply Standard English usage and correct spelling in text. b. employs specified editing/proofreading strategies and consults resources (e.g. handbooks and style 					

Putnam City Schools English IV PASS Curriculum Map

<p>manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.</p> <p>c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.</p> <p>d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.</p>					
<p>PASS W 1.5 Writing Process - Use point of view, characterization, style, and related elements for specified rhetorical (communication) and aesthetic (artistic) purposes.</p>					
<p>PASS W 1.6 Writing Process - Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>					
<p>PASS W 1.7 Writing Process - Evaluate own and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>					
<p>PASS W 1.8 Writing Process - Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>					
<p>PASS W 2.0 Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes. At Grade 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description: to produce text, reflective compositions, historical investigation reports, and deliver multimedia presentations. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>					

Putnam City Schools English IV PASS Curriculum Map

<p>PASS W 2.1 Modes and Forms of Writing - Write fictional, biographical or autobiographical narratives that:</p> <ul style="list-style-type: none"> a. create and develop a character who experiences internal and external conflicts, including character motivations, gestures, and feelings. b. create and develop a plot that effectively communicates a pattern. c. create and manipulate point of view to reveal author's purpose. d. create and develop a setting to reinforce the mood. e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, allusion and frame story. f. narrate a sequence of events. 					
<p>PASS W 2.2 Modes and Forms of Writing - Compose expository compositions, including analytical essays, historical investigations, and research reports that:</p> <ul style="list-style-type: none"> a. integrate evidence in support of a thesis including information on all relevant perspectives. b. quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently. c. integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information that contains different perspectives. d. use technology to integrate and create visual aids such as charts, data tables, maps, and graphs. e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate professional, academic, or 					

Putnam City Schools English IV PASS Curriculum Map

<p>technical diction.</p> <p>f. use technical terms and notations accurately.</p>					
<p>PASS W 2.3 Modes and Forms of Writing - Compose persuasive compositions that:</p> <p>a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.</p> <p>b. use exposition, narration, description, and argumentation to support the main argument.</p> <p>c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.</p> <p>d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</p> <p>e. effectively address reader's concerns, counterclaims, and individual or group biases.</p>					
<p>PASS W 2.4 Modes and Forms of Writing - Write reflective compositions that:</p> <p>a. express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences to justify or clarify his/her perspective.</p> <p>b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.</p>					
<p>PASS W 2.6 Modes and Forms of Writing - Compose responses to literature that:</p> <p>a. evaluate the significant ideas of literary works or passages including plot development and characterization.</p> <p>b. evaluate the impact of genre, cultural, and historical context on the work.</p>					

Putnam City Schools English IV PASS Curriculum Map

<ul style="list-style-type: none"> c. evaluate the impact of literary elements/devices, ambiguities, and complexities within the work. d. support important ideas and viewpoints with accurate and detailed references to the text or to other works. 					
<p>PASS W 2.7 Modes and Forms of Writing - Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.</p>					
<p>PASS W 2.8 Modes and Forms of Writing - Write documented papers that:</p> <ul style="list-style-type: none"> a. incorporate relevant integrated quotations, summary, and paraphrase with commentary. b. include internal citations using various formats of research writing. c. contain a works cited/bibliography consistent with the selected research-writing format. 					
<p>PASS W 2.9 Modes and Forms of Writing - Use appropriate essay test-taking and time writing strategies that:</p> <ul style="list-style-type: none"> a. budget time for prewriting, drafting, revising, and editing. b. prioritize the question/prompt. c. identify common directives from the question/prompt (identify common verbs: <i>explain, compare, evaluate, define, and develop, etc.</i>). d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone. e. apply appropriate organizational methods to thoroughly address the question/prompt. f. evaluate work using editing checklist or rubric, if available. 					

Putnam City Schools English IV PASS Curriculum Map

<p>PASS W 3.0 Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</p>					
<p>PASS W 3.1 Grammar/Usage and Mechanics - Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.</p> <ul style="list-style-type: none"> a. Distinguish commonly confused words (e.g., there, their, they're, two too, to; accept, except; affect, effect). b. Identify and use correct verb forms and tenses. c. Identify and use correct subject-verb agreement. d. Distinguish active and passive voice. e. Identify and use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference. f. Identify and use correct forms of positive, comparative, and superlative adjectives. g. Continue to identify and use all grammar structure from prior grades. 					
<p>PASS W 3.2 Grammar/Usage and Mechanics - Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.</p> <ul style="list-style-type: none"> a. Demonstrate correct use of capitals. b. Use correct formation of plurals. c. Demonstrate correct use of punctuation and recognize its effect on sentence structure. d. Use correct spelling of commonly misspelled words and homonyms. 					
<p>PASS W 3.3 Grammar/Usage and Mechanics - Sentence Structure - The student will demonstrate appropriate sentence structure in writing.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Correct dangling and misplaced modifiers. c. Correct run-on sentences. 					

Putnam City Schools English IV PASS Curriculum Map

<p>d. Correct fragments.</p> <p>e. Correct comma splices.</p> <p>f. Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.</p> <p>g. Effectively use a variety of sentence structures and lengths to create a specific effect.</p>					
<p>PASS W 3.4 Grammar/Usage and Mechanics - Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material by citing sources within the text, using direct quotations, and paraphrasing.</p>					
<p>PASS Oral Language/Listening and Thinking: The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinctive perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.</p>					
<p>PASS Listening 1.0 - The student will listen for information and for pleasure.</p> <p>1.1 Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's message.</p> <p>1.2 Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.</p> <p>1.3 Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual and group performances.</p> <p>1.4 Use effective strategies to evaluate own listening such</p>					

Putnam City Schools English IV PASS Curriculum Map

<p>as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.</p> <p>1.5 Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.</p>					
<p>PASS Speaking 2.0 - The student will express ideas and opinions in group or individual situations.</p> <p>2.1 Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact; and demonstrate poise and control while presenting.</p> <p>2.2 Use language and rhetorical strategies skillfully in informative and persuasive messages.</p> <p>2.3 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p> <p>2.4 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.</p> <p>2.5 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.</p> <p>2.6 Ask clear questions for a variety of purposes and respond appropriately to the questions of others.</p>					
<p>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</p>					
<p>PASS 1.0 Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers interpret meaning.</p> <p>1.1 Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).</p>					

Putnam City Schools English IV PASS Curriculum Map

<p>1.2 Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).</p>					
<p>PASS 2.0 Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.</p> <p>2.1 Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).</p> <p>2.2 Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).</p>					
<p>PASS 3.0 Compose Visual Messages - The student will create a visual message that effectively communicates an idea.</p> <p>3.1 Use the effects of media on constructing his/her own perception of reality.</p> <p>3.2 Use a variety of forms and technologies such as videos, photographs and Web pages to communicate specific messages.</p>					