

English IV

2024-2025 School Year

Part I: Course Information

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Course Description

Students will explore several texts, cultures, and time periods. This course will also focus on academic writing and ACT preparation. *This class will also incorporate a reading intervention system. This will be a yearlong class. We will work at a slower pace and use different interventions/strategies to help improve the students' reading levels.

Textbooks & Course Materials

Required Texts:

- *Chromebook for StudySync*
- *Rewards Book/Intervention*

Course Requirements:

- Internet Connection (Provided at School)
- Paper and Pencils
- Students will need a notebook that stays INSIDE the classroom. This should not be a notebook used for multiple classes.
- If needed, extra folders are available.

Course Structure

This class will utilize various instructional methods, including lecture, discussion, independent learning activities, collaborative group learning activities, and creative projects.

Online Resources

- https://owl.purdue.edu/owl/purdue_owl.html
- <https://uniontestprep.com/act>
- <https://www.readworks.org/>
- <https://www.commonlit.org/>

- <https://www.cnn10.com>

Part II: Course Outline and Student Learning Objectives

Unit I and II Texts

- *Frankenstein*
- *The 7 Habits of Highly Effective Teens*
- *Rewards/Interventions*

Additional Unit Learning Objectives:

- Informative and Argumentative Writing
- ACT Preparation
- Common Lit and Read Works Activities

Unit Standards:

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit III and IV Texts

- *Macbeth*
- The Importance of Being Earnest
- Rewards/Interventions

Additional Unit Learning Objectives:

- Informative and Argumentative Writing
- ACT Preparation
- Common Lit and Read Works Activities

Unit Standards:

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Additional Unit Learning Objectives:

- Informative and Argumentative Writing
- ACT Preparation
- Common Lit and Read Works Activities

Part 3: Grading Policy

Participation

- Weekly participation grades will include all activities students complete in class. This could qualify as independent worksheets, group assignments, creative activities, or extended written responses.

Tests

- Students will complete a test at the end of each unit.

Viewing Grades in Aspen

- Points you receive for graded activities will be posted to the Aspen Grade Book. Click on the My Grades link on the left navigation to view your points.
- Grades will be updated in Aspen weekly.

Final Exam

The final exam will cover all material learned throughout the year and will compromise 15% of students' final letter grade.

Grade Expectations

A	90-100	Above Expectation
B	80-89	Basic Effort
C	70-79	Could Do Better
D	60-69	Danger Zone
F	0-59	Failure

Part IV: Course Policies

Attend Class

Students are expected to attend all class sessions. According to school policy, three tardies to class will result in an absence.

Participate

Students must be in class to participate. The daily assignments completed in class have the biggest impact on students' overall grades.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date.

Religion in the Classroom

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;¹
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and¹
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

This includes AI (see board policy).

