Irmo High School
International School for the Arts
English IV CP
2023 - 2024

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Planning Period: 6B

Academic Assistance: MT Morning, M afternoon

Website:
https://sites.google.com/lexrich5.org/standridgeteachersite/home

I. Course Catalog Description This course meets the requirements for English 4. In this course, students will read extensively to strengthen their skills and deepen their understanding of literary and informational texts. Emphasis will be placed on drawing evidence from literary and informational texts in order to support analysis, reflection, and research. Additionally, this course will focus on the acquisition and application of skills in writing, speaking and listening, word study, and language. Writing instruction will focus on teaching students to assert and defend claims in order to demonstrate what they know about a topic. Students will learn to consider task, purpose, and audience as well as how to combine information, structures, and formats deliberately to make their claim. Students will participate in research that requires them to gather information, evaluate sources, and cite material accurately. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and build an extensive vocabulary. All students must pass English IV in order to graduate from high school with a South Carolina Diploma.

II. Course Standards or Objectives

Fundamentals of Reading

· Integrate information that includes meaning (semantics), structure (syntax), visual, and pragmatics to make meaning from text.

· Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.

· Notice and analyze the styles and techniques authors use to help readers construct meaning.

Fundamentals of Writing

· Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.

· Interact and collaborate with peers and adults to develop and strengthen writing.

· Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.

· Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.

· Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

III. Instructional Goals

I. The goals for the year are for each student to be an eager reader, a confident writer, an inquisitive researcher, and an improved communicator. Specifically, students will:
- Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
- Summarize key details and ideas to support analysis of thematic development.
- Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

- Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
- Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
- Write arguments to support claims with clear reasons and relevant evidence.

IV. Course Sequence/Pacing Overview

UNIT	POWER STANDARD
Unit 1: Foundations – Theme and Thesis EQ: How can I support a claim with textual evidence? What determines strong textual evidence?	**E.4-RL.5.1, E.4-RL.6.1, E.4-W.6.1** **Primary Text / Assignment: "Beowulf" by Seamus Haney** **Skills developed:** Text analysis, determining theme, making inferences, identifying and citing text evidence, writing summaries, writing about characters/characterization, organizing short writing pieces, writing a thesis statement.
Unit 2: Digging Deeper, Textual Evidence EQ: How can I build a strong thesis and determine theme in any text?	**E.4-RI.5.1,E.4-RL.5.1, E.4-RI.9.2 W.1, W.2, E.4-RI.5.1, E.4-RI.6.1** **Primary Text / Assignment: "The Canterbury Tales" by Chaucer / Philosophy and Religion, Research Materials / Research Paper** **Skills developed:** providing strong support for textual analysis, analysis of supporting ideas and their role in the development of a central idea, identifying figurative language and analyzing its purpose, writing arguments
Unit 3: Poetry EQ: How can I express myself via written work?	**E4.RL.9.1,E4.RL.12.1,E4.RL.12.2** **Primary Text / Assignment: THE Poetry Unit and the Poetry Porfolio** **Skills developed:** Text analysis, writing development, introducing a thesis, citing and identifying evidence, supporting claims with textual evidence, writing arguments, presenting information professionally, sustaining professional research
Unit 4: Shakespeare EQ: Why is Shakespeare considered the greatest writer of all time?	**E4.RL.9.1,E4.RL.12.1,E4.RL.12.2** **Primary Text / Assignment: "Hamlet" by William Shakespeare and Shakespeare Play Group Assignment** **Skills developed:** text analysis, citing and identifying evidence, supporting inferences with text evidence, considering and analyzing historical context, analyzing text features in narrative writing, identify and analyze figurative language, creative writing (narrative)
Unit 5: Literature Study and The END!	**E4.RL.9.1,E4.RL.12.1,E4.RL.12.2** **Primary Text / Assignment: Pride and Prejudice by Jane Austen and other novel study texts.** **The End is the Beginning – British Children's Literature**

EQ: What is the last thing you want to read in high school?	**Skills Developed:** text analysis, citing and identifying evidence, supporting inferences with text evidence, considering and analyzing historical context, analyzing text features in narrative writing, identify and analyze figurative language, creative writing (narrative)

V. Textbook and Additional Resources

Houghton Mifflin Harcourt Collections
Jane Austen *Pride and Prejudice*
Famous British Author Text

VI. Exam Exemptions

Seniors can exempt exams in semester classes and yearlong classes if they meet the following requirements:

- The student has a grade of 80 or higher in the course.
- The student has not been assigned In-School Suspension or Out-of-School Suspension for any disciplinary reason.

Note about Supplemental Reading Materials and Classroom Library

- *Any selection of reading lists, novel and short story titles, and/or resources appearing within this class or on D5 school websites has been gathered from the teachers who constitute our English departments, book awards websites (such as ALA.org), other schools, and sometimes other sources on the internet. These lists are not required reading for students of District 5. These titles are to simply provide suggestions for places to start exploring students' own interests independently - it is not mandatory that students read any of the specific books mentioned. The teacher has read all texts before assigning the texts for student reading. Furthermore, if a title is potentially disturbing or could create distress, the parent or student should consider notifying the teacher and a substitute title will be offered.*

VII. Course Grading Policies and Assessments

Homework/Classwork	20	A = 90-100
Formative	30	B = 80-89
Quizzes	50	C = 70-79
Major Tests / Projects	100	D = 60-69
		F = Below 60

Description of Assignments:

1. Classwork – Daily assignments primarily through HLQs and classroom questions
2. Homework – Weekly Writing Assignments
3. Formative – Larger in-class assignments that can take multiple class periods. Vocabulary and EOC term assignments go into this category as well.
4. Quizzes – Quizzes on EOC practice as well as guided reading questions on class materials.
5. Major Tests / Projects – Usually only 1 per quarter.

- Minor assignments include formative assessments - quizzes, simple answers, and/or multiple choice assessments. Major assignments include summative assessments - unit/chapter tests, lab reports, extended projects, essays, assessments with essay responses, and complex written or mathematical responses.
- Grades for this course will be calculated using a point system. The student's grade will be determined by adding up the total number of points earned by the student for that grading period, dividing by the total number of points possible, and then multiplying by a hundred to get the numerical average.

Year Grade Distribution*:					
1st Semester:		**2nd Semester:**		**Final Grade Distribution:**	
1st Quarter	40%	3rd Quarter	40%	1st Semester	50%
2nd Quarter	40%	4th Quarter	40%	2nd Semester	50%
		Final Exam	20%		
Midterm	20%				

- Homework – Homework is either Weekly Writing Assignments (due every Friday) or completing assignments not completed in class. NO specific homework assignments are created.

VIII. School Attendance and Make-up Work Policy

1. Students are encouraged to attend school regularly. If a student must be absent from school for any reason, it is their responsibility to make up all work missed.

2. Students who miss more than one-half of an instructional block will be marked absent for that block of instruction. See the Student Handbook on the school website for the full attendance and absence policy.

3. Since it is in the student's best interest to make up all missed work as quickly as possible, the following guidelines have been established for make-up work:

4. A student who does not submit assignments with established due dates because of absences, whether excused or unexcused, will be allowed to make up the work. **Arrangements for completing the work should be made within five school days of the student's return to school.** Arrangements should include a schedule for the completion of the work.

5. The student or parent/guardian must initiate contact with the teacher. The student will maintain responsibility for completing all work.

6. Teachers may extend the deadline for submitting late assignments for students who miss multiple consecutive days of school. The teacher should communicate the deadline to the student and document the deadline.

7. Credit for late work should be awarded according to the following guidelines:

- *If a student was present in class on the due date*, the assignment will be given less credit.
    - The student may receive a maximum score of 89% if the assignment is turned in late.
- *If the student was not present on the due date because of an absence* and the assignment is turned in within five (5) school days, the student will receive a maximum of 100% credit on the assignment.
    - Assignments turned in after five (5) school days may receive a maximum of 89% credit on the assignment.
- Late assignments will not be accepted for credit after the current quarter. For example, late assignments from the first quarter will not be accepted during the second, third, or fourth quarter.
- Students may receive a zero for work not submitted. The lowest grade for assignments will be determined at the teacher's discretion.

- Teachers will indicate the assignment is late and when it was submitted in PowerSchool.

IX. Suggestions for Success in Course
- Complete all assignments in a timely manner
- Pay attention during direct instruction
- Stay off cellphones and limit socializing

X. Honor Code
In order to foster an environment of mutual trust and respect, we believe, within the community of School District 5 of Lexington & Richland counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity. The Academic Honesty Policy (Policy IKABA) is implemented to ensure students submit credible work that is evident of their content mastery. Students should complete their own work and be evaluated based on its originality. Every effort should be made to avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

XI. Classroom Management Plan
A. Students are expected to be respectful of others, their opinions, and their property. Additionally, students must arrive to class on time with all materials prepared to learn.
B. Students are expected to follow all rules and guidelines listed in the Student Handbook on the school's website.
C. Students are expected to use school and personal technology responsibly and follow rules included in the 22-23 District 5 Mobile Device Guide and Acceptable Use Agreement. This includes:
   a. Having a charged mobile device (district-issued Chromebook or comparable personal device) at school every day.
   b. Not using devices assigned to other students.
   c. Being responsible for their own devices and should keep them secured at school and off campus.
   d. Following all teacher directions regarding appropriate times for the use of the device.

XII. Student/Teacher and Parent/Teacher Communication
A. All students should use district-issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).
B. All students should check school email, Google Classroom, and Google Calendar every school day.
C. Parents and students should check the teachers' websites for classroom calendars/assignment sheets.
D. Parents may contact teachers via email in order to receive invitations to Google Classroom parent/guardian summaries. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
E. Emails and phone calls to teachers will be returned within two business days.
F. Parents and students who would like access to the parent/student PowerSchool portals should contact the school registrar for login information.

XIII. Syllabus Acknowledgement and Information Form
Please complete the Syllabus Acknowledgement form on the next page.

<center>Parent Contact and Information Page</center>

Student's Name:_____

Parent's Name / Relationship: _____

Contact Information (if available)

Phone Number: _____

Email Address: _____

Preferred Method of Contact: _____

Any Additional Information (This is your chance to share ANY information you'd like to share about you, your child, or the class with me):

_____   _____

        Signature   Date