A PLANNED COURSE OF STUDY
ENGLISH IV – CP

I. Objectives
Students will demonstrate a level of proficiency in each of the following areas of reading, writing, speaking and listening:

A. Reading Independently
B. Reading, Analyzing, and Interpreting Text
C. Reading, Analyzing, and Interpreting Literature – Fiction and Non Fiction
D. Types of Writing
E. Quality of Writing
F. Speaking and Listening
G. Characteristics and Functions of the English Language
H. Research
I. Information, Communication, and Literacy Technology

II. Major Concepts

A. Reading Independently
   1. Analyze author’s purpose, tone, and style
   2. Evaluate the application and usage of literary terminology
   3. Identify, describe, evaluate and synthesize essential ideas found within works
   4. Establish a reading vocabulary by identifying and correctly using new words
   5. Demonstrate understanding and interpretation of both fiction and nonfiction
   6. Make assertions about texts
   7. Compare and contrast texts using themes, settings, characters and ideas
   8. Make extensions to related ideas, topics or information
   9. Demonstrate fluency and comprehension in reading
   10. Read a variety of genres and types of text
   11. Demonstrate comprehension
B. Reading, Analyzing, and Interpreting Text

1. Read and understand essential content of informational texts
2. Differentiate fact from opinion across a variety of texts
3. Evaluate text organization and content to determine the author's purpose
4. Use and understand a variety of media

C. Reading, Analyzing, and Interpreting Literature – Fiction and Non Fiction

1. Read and understand works of literature
2. Analyze the relationships of literary elements used by one or more authors
3. Examine the author's use of sound technique, figurative language and literary structures
4. Analyze and evaluate figurative language and diction in poetry
5. Read and respond to nonfiction and fiction

D. Types of Writing

1. Write short stories, poems and plays utilizing various organizational methods, illustrations, conflicts, and dialogue
2. Include literary elements and devices
3. Write complex informational pieces using primary and secondary sources
4. Use precise language and specific detail
5. Write persuasive pieces using a clearly stated position or opinion
6. Include properly cited evidence
7. Include a variety of methods to advance the argument or position

E. Quality of Writing

1. Write with a sharp, distinct focus
2. Identify topic, task and audience
3. Write using well-developed content
4. Gather, organize, and analyze validity and reliability of information
5. Write with controlled organization
6. Sustain logical order
7. Include an effective introduction and conclusion
8. Write with stylistic command
9. Vary sentence length and structure
10. Edit and revise writing using the conventions of language

F. Speaking and Listening

1. Verbally communicate the relevancy of information, ideas and opinions
2. Take notes
3. Summarize and reflect
4. Contribute to discussions by asking relevant and clarifying questions
5. Respond with relevant information or opinions to questions asked
6. Listen to and acknowledge the contributions of others
7. Facilitate total group participation
8. Initiate everyday conversation
9. Use media for learning purposes
10. Use various forms of media to make a student presentation
11. Create a multi-media (e.g., film, music, computer-graphic, verbal) presentation

G. Characteristics and Functions of the English Language

1. Describe the influence of historical and cultural context as it applies to the English language

H. Research

1. Select and refine a topic for research
2. Locate information using appropriate sources and strategies
3. Determine valid resources for researching the topic, including primary and secondary sources
4. Use traditional and electronic search tools
5. Take notes relevant to the research topic
6. Develop a thesis statement based on the research
7. Give precise, formal credit for others' ideas, images or information using a standard method of documentation
8. Use formatting techniques
I. Information, Communication, and Literacy Technology
   1. Utilize technology to promote higher level thinking skills
   2. Implement technology as a means of increasing student engagement
   3. Apply technological strategies to facilitate and authentic 21st century learning environment
   4. Provide opportunities for students to develop and demonstrate independent ideas utilizing various technological mediums
   5. Encourage substantive conversation using technology that extends student understanding
   6. Enable students to connect subject matter to personal or public issues beyond the classroom
   7. Create a classroom environment that incorporates strong support social mechanisms for academic achievement
   8. Support student use of 21st century skills and technology

III. Instruction

A. Course Schedule (Days and Length of class period) – English IV students will meet with their instructor for five days per week with a minimum of 45 minutes per period. Non-lunch periods will meet for 50 minutes.

B. Pacing (content by marking period):
   i. English IV students will read a variety of literary works each marking period, including both fiction and nonfiction.
   ii. This will include at least two to three major works per marking period (i.e., novels, plays, epic poems, and memoirs).
   iii. In addition to developing a research paper, students will engage in a variety of writing experiences throughout the year (e.g., essay tests, journal writing, and creative writing exercises).
   iv. Effective vocabulary and grammar usage will be taught in multiple units/chapters each marking period.
   v. Complete at least 1 major writing assignment, as well as engage in frequent writing experience (a minimum of 3-4 per marking period)

C. Methods – A variety of instructional methods will be employed including:
   i. direct instruction
   ii. collaborative learning opportunities
   iii. individualized instruction
iv. Student-centered inquiry
v. Student presentations
vi. Student-led discussions
vii. The use of instructional technology including, but not limited to, Interactive Whiteboards, laptop computers, Internet access, podcasts, videos, etc.

D. Resources –
i. Primary and secondary sources will be used in the instruction of literature.
iv. Technology will consistently be employed in class and in the library media center for various student learning experiences.

IV. Holocaust / WWII Unit of Study

All Students in Grade 12 will experience an entire unit of study devoted specifically to the Holocaust and the events leading up to this horrific era in World History and its aftermath. Students will explore the Holocaust through great works of literature in all genres including Drama, Fiction, Nonfiction, and Film. This unit is a mandatory part of the English IV curriculum, and teachers will select at least 3-4 works from the list below:

A. Fiction/ Non-Fiction / Drama / Film

1. Night – Elie Wiesel *** (Read by all 12th Grade Students) ***
2. Hiroshima – John Hersey
3. The Visit – Frederich Durrenmatt
4. Maus – Art Spiegelman
5. The Book Thief – Markus Zusak
6. Survival in Auschwitz – Primo Levi
7. Elie Wiesel’s Nobel Prize Acceptance speech
8. excerpt from *The Sunflower* – Simon Wiesenthal
10. *Schindler’s List* (Film) Steven Spielberg *** (Viewed by all 12th Grade Students) ***
11. *Schindler’s List* (Novel) Thomas Keneally

V. Assessment

A. Procedures for Evaluation

i. **Independent Reading:** Students will be evaluated through the following:
   1. Reading quizzes to assess students’ independent reading;
   2. Unit examinations to evaluate students’ higher-level comprehension of literary concepts;
   3. Project-based assessments to allow students to display understanding of the concepts and themes contained in the text.

ii. **Writing:** Students will be evaluated through the following, in order to determine students’ understanding of rudimentary college-level writing skills:
   1. In-class writing, including a variety of short-answer evaluations and longer essays;

iii. **Research papers,** intended to teach essential academic research and writing skills.

iv. **Vocabulary:** Students will study a year-long course of vocabulary units, including required homework and regular assessments.

v. **Citizenship/In-class performance:** Students will receive a grade for citizenship, which may include classroom demeanor, punctuality, and other aspects of reasonable behavior. At the discretion of the instructor, students also may be evaluated on their ability to engage in classroom discussion of the relevant text.

- **Summative Assessments:** Midterm Examination – Culminating assessment covering curriculum from marking periods 1 and 2; Final Examination – Culminating assessment covering curriculum from marking periods 3 and 4
B. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A. ........................ 90 – 100%
B. ........................ 80 – 89%
C. ........................ 70 – 79%
D. ........................ 60 – 69%

** All Individual Education Plans (IEPs), Gifted Individual Education Plans (GIEPs), and 504 Plans will be implemented as directed.**