English IV Syllabus

Southern Guilford High School

**Instructor Information**

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**Instructional Goals:**

Through the study of British and World literature, students will do the following:

1. Continue to develop **critical thinking** **skills** and to prepare for postsecondary studies and employment by reading, responding and making connections between various genres of literature.
2. Continue to develop **writing proficiency** by composing narrative, argumentative and interpretive essays, conducting research and tailoring writing skills for specific purposes, mediums and audiences. Grammar will be studied according to the students’ needs as revealed in writing.
3. Continue to improve **oral communication** **skills** by participating in seminar discussions and by delivering oral presentations to the class, supplemented with the use of PowerPoint.
4. Develop **independent study** **skills** as well as **organizational** **skills** necessary for successful academic and professional achievement through independent assignments and projects.

**Course Outline**

* **Unit 0 - Summer Reading Project**
	+ **Essential Question(s):** How have women shaped and defined history? How have women challenged traditional notions of gender and power? What is the impact or significance of the feminine perspective?
	+ The theme for summer reading this year is HERstory: Strong Female Leads, and for the first 2 weeks of the course, we will explore female representations in literature. Short lessons will be given to introduce some of the skills that we will cover in class and a two-part project will be due at the end of the unit.
* **Unit 1 - Forging a Hero: Warriors and Leaders**
	+ **Essential Question:** What makes a hero?
	+ This unit focuses on the archetypal role of a hero and literature and the journey he/she takes to become that hero. We will read and learn about the epic poem, *Beowulf*, as our main text and incorporate other non-fiction and poetry to explore the concept of the hero. There will be a unit test at the end to assess targeted reading standards.
* **Unit 2 - Reflecting on Society: A Critical Lens**
	+ **Essential Question:** How valid are social roles?
	+ This unit asks students to take a critical view of their society, the influences that have shaped it and why? To assist in their critique, students will examine other social criticisms from writers throughout history. Students will be required to plan, draft, and revise a brief explanatory essay along with a unit test.
* **Unit 3 - The Trap of Time: Facing the Future, Confronting the Past**
	+ **Essential Question:** How much does the past determine the future?
	+ Throughout this unit, students will explore the work of William Shakespeare. We will conduct literary analysis of his play, *Othello* and several of his sonnets. The unit test at the end will test targeted reading standards.
* **Unit 4 - Seeing Things New: Visionaries and Skeptics**
	+ **Essential Question:** What do we gain when we change our perception?
	+ This unit will address rhetorical appeals and techniques to change people’s mind and the effect it has along with the benefits of seeing things in a new light. Students will be asked to consider not only the message found in a text but the purpose behind the nuance found within text as it relates to the targeted audience. Students will be tasked with creating an advertisement of their own to convince someone to change his/her mind on a particular topic.
* **Unit 5 - Discovering the Self: Individual, Nature, and Society**
	+ **Essential Question:** How do we define ourselves?
	+ In this unit, students will explore the complexity of human nature and how it is revealed through literature. Students will participate in some introspective activities to help them define themselves in order to create a personal narrative. The unit test at the end will test targeted reading standards.
* **Unit 6 - Exile and Belonging: Finding a Home**
	+ **Essential Question:** What does it mean to call a place “home”?
	+ Students will explore the definition of “home” and read texts about what makes a place or prevents it from being “home”. The unit test at the end will test targeted reading standards.

**Evaluation of Performance**

Classwork/Workbook 20%

Tests/Projects 40%

Quizzes 30%

Homework/Membean 10%

**Required Materials**

* School-Issued Chromebook
* Agenda
* Pens/Pencils/Highlighter
* Composition Notebook or Folder for handouts and additional work

**Code of Conduct**

Every student will be expected to comply with the policies outlined in the Student Handbook. In addition to these policies, we will review the code of conduct for our classroom in order to meet the needs of all students and to maintain a safe and successful community of learners.