

Course Description:

English IV explores analysis of informational and argument texts. Readings include seminal US texts such as the Declaration of Independence, presidential speeches, court documents, and articles related to innovative technology to demonstrate rhetoric, figurative language, theme, purpose, specialized vocabulary, text structure, word nuances, inferences, research, evidence, and reference sources. In addition, students learn about context clues, contested usage, and syntax errors. Writings include a researched informational essay and a researched argument essay.

Prerequisites: English III (1 of 2) & (2 of 2) or equivalent 11th-Grade English Language Arts

Course Objectives:

- Explain how an author develops and presents key points, premises, main claims, reasons, and evidence.
- Explain and analyze rhetorical appeals for effect, power, and interest.
- Analyze an argument by evaluating the claims and counterclaims.
- Analyze evidence for validity, relevance, and sufficiency.
- Explain and analyze the development of central ideas, details, organization, and purposes.
- Complete writing activities and projects in which the development, organization, and style are appropriate to task, purpose, and audience.
- Respond to writing prompts by drawing evidence from informational texts to support analysis.
- Show mastery of the conventions of standard English.
- Use context and knowledge of nuance and figurative language to enhance writing.

Required Materials:

All Graphic Organizers can be found in the Graphic Organizer Library, as well as each specific activity plan.

Course Overview:

This course is made up of six units. Each unit has five lessons. Lessons present the material in many different ways to allow for increased comprehension. Some activities are graded by the learning management software; others are graded by the instructor. Additional activities are available for the student, but not graded. Students should receive recommendations to contact the course instructor for further information about course guidelines and grading policies.

Course Organization

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Skill Instruction – Includes instruction in vocabulary skills, followed by graded workbook questions.

Focus Skill Instruction – Includes instruction in reading comprehension skills and application, followed by graded workbook questions.

Reading Selection, Graphic Organizer, Extended Response Discussion Question(s) – Includes an annotated reading selection, a graphic organizer with an exemplary response for modeling, and an extended response discussion question at the analyze/evaluate/synthesize level.

Writing Project – An assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of the lesson content. Writing projects for LA301 11A are in Unit 2 (research paper) and Unit 5 (argument essay).

Language and Writing Skill Instruction – Includes instruction in language and writing skills, followed by graded workbook questions.

Checkpoint – This graded activity uses 15 questions to assess mastery of lesson objectives. Students may take the Checkpoint up to three times.

Reflection – This is an activity designed for students to reflect on key ideas and their own learning.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. Students may take the Unit Exam only once.

Final Exam – This exam is in the last lesson and consists of questions that reflect key concepts and information from course. Students may take the Final Exam only once.