

English 4 Syllabus
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TEXT: My Perspectives – British and World Literature

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If you could sum up everything you learn as a student of English in one word, what would it be? **Communication.** At the core of English, what you are really learning is how to communicate effectively.

You may not realize it, but learning *vocabulary*, how to use *research*, *reading* others' words, *writing* your own, *speaking* in front of a group, and *listening* effectively to others' ideas will all help you succeed in the real world. They are also the core communication skills you will strengthen in this course.

English 4 is a senior course that is designed for students who are not necessarily pursuing college after graduation, but who are either considering an internship-type study in their field of work or are going straight into the world of work. Students need to be ready to meet the challenges of knowing what employers expect from them in terms of communication. For example, did you know that...

- You communicate messages about yourself both verbally and nonverbally
- Your resume speaks volumes to an employer, but you are not present to speak for yourself until he/she approves of your resume
- The clothes you wear send messages to employers and peers
- Writing careless shorthand notes riddled with spelling errors sends messages about yourself to people you work with
- How you work and get along with others is very important to employers
- On average, interviewers make up their mind about an interviewee within the first 16 minutes, based on both verbal and nonverbal impressions of the interviewee

In order to be as successful as possible in whatever field you choose, you need to know how others expect you to act; you need to know what it means to be a professional. You also need to know what your goals are and where you are headed after high school. This course will prepare you for the real world in these ways, and it will also open your eyes to other real-world applications of English through novel units.

Throughout the semester, you will be graded through the following means:

Traditional tests and quizzes

Writing assignments

Projects

Quill.org exercises

We will follow all rules and attendance policies as presented in the Peabody High School student handbook and any updated policies that may be added.

Supplies needed daily:

- Three ring-binder (at least 1 ½ inches): Homework, Handouts, Papers/Tests
- Pens and/or pencils and composition book
- Computer/charger.
- Virtual students – WIFI access

Homework and Late Work:

All assignments are due at the beginning of class on the due date.

- **One day late 10 pts deducted.**
- **One week late 30 pts deducted.**
- **Not accepted after 2 weeks late.**

Extra Credit: Only students who have turned in every assignment should expect extra credit opportunities.

My overall expectation for you: **to become a self-accountable student!**

What does a self-accountable person look like?

- Comes to class on time with homework ready to turn in or log in on time virtually.
- In seat when the bell rings or in the Google Meet.
- Asks me for help when needed.
- Asks questions when confused; takes responsibility for his/her learning
- Does not leave books or other materials in classroom, including computer chargers.
- Does not make excuses
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Class Rules

1. Students will follow directions the first time they are given.
2. Students will arrive on time and be prepared to learn.
3. Students will respect teachers, peers, and property in words and actions.
4. Students will raise their hand and wait until it is their turn to talk.
5. Students will use respect on the Google Meet.

What you can expect from me:

- Respect
- Preparing you for success in the real world
- Providing help if you are struggling
- Contacting parents with good or not-so-good news
- Carefully evaluating your work

Plagiarism: As this is an English class, we have to address the topic of plagiarism. Plagiarism of any kind will result in an automatic zero for the assignment as well as disciplinary measures dictated by the student handbook. If you are struggling with a paper, you can always come and ask me. Be aware: reading a paragraph and rewording every two or three words into what you think are your own words is plagiarism. Rewording each line by using the thesaurus but keeping the same stream of thought and ideas is not only going to result in plagiarism. Research papers should be your own ideas which you support with minimal points from published, credible sources.

Discipline: If you choose to break the respect boundary and do something disrespectful (action), there will be an equal and opposite reaction to that choice. Depending on the severity of the disrespect, one or more of the following may be given:

1. Warning
2. Conference with student after class or during lunch
3. After school tutoring.
4. Parent phone call
5. Referral to principal

Overview of Units

1. The First Amendment and You- journalistic rights and responsibilities, research and writing, debate, historic landmark cases and modern 1st Amendment cases. 2 weeks
 2. *Beowulf and Macbeth*- novel study. Connect with previous unit. Vocabulary, biographical information, reading strategies, connection to the world, modern newspaper articles referencing the novel. 4 weeks
 3. Book Study - writing, creative media project, class discussion. 4 weeks
 4. Speech- speeches of various length and complexity. 4 weeks
 5. *How to Get a Job and Keep It* - Vocabulary, job skills, note taking, etc. Resume, cover letter, reference list created, handshake and interview skills enforced. 2 weeks
 6. Quill.org – Study and review of Grammar rules for ACT and research papers. 2 weeks
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Standards to be mastered:

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.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.

11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.

11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

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.

