

COURSE PROFICIENCY OUTLINE

ENGLISH IV – 1131

Honors

5 Credits

Purpose

English IV Honors is designed for the accelerated, above-average, college-bound senior. Its purpose is to improve the student's skills of reading, writing, speaking, viewing, media literacy, thinking, and listening. This will be accomplished through a concentrated study of British literature, with supplementary units on Greek tragedy or modern American literature, at the discretion of the instructor. A minimum of six book reports and a research paper are required. All English courses are aligned to and focus on the skills and strands as listed in the NJCCC Standards.

- I. Student Outcomes 3.1, 3.2, 3.3, 3.4, 3.5
 - A. Students will demonstrate the ability to use proper grammar within written composition.
 - B. Students will demonstrate the ability to read analytically and critically.
 - C. Students will demonstrate the ability to use vocabulary of increasing difficulty.
 - D. Students will demonstrate the ability to take notes effectively.
 - E. Students will demonstrate an appreciation and sensitivity to classic literature and will develop a better understanding of themselves, of others, and of the world through language and literature.
 - F. Students will exhibit the ability to listen logically and critically: determining the speaker's intent, construing and filtering meaning, synthesizing information, discerning relevant/irrelevant material.
 - G. Students will be proficient in oral presentation: organization, preparation and presentation; additionally, students will work individually, in groups, interpretatively, and on research-based presentations.
 - H. Students will collaborate by sharing ideas, examples and insights in order to follow the thoughts of others with respect and understanding.
 - I. Students will examine and respond to print and non-print media with increasing sensitivity and discrimination; additionally, students will demonstrate an understanding of the "language" of various mediums (drama, film, television, photography, art, etc.) and an ability to analyze how the techniques of a particular performance or production fits into a more global artistic context. Students will not only view various mediums, but they will be exposed to and encouraged to use a variety of mediums and technologies in reports and presentations.
 - J. Students will use research skills - access, interpret, evaluate, and apply information - to examine a topic from a variety of sources: oral interviews, surveys, library reference materials, the Internet, films and filmstrips, art, etc.
 - K. Students will demonstrate proficiency in writing a variety of written responses for different purposes and audiences by using appropriate prewriting strategies - outlining, brainstorming, drafting, pre-writing, revising, editing and rewriting, and peer editing; additionally, students will exhibit the ability to generate various types of writing: narrative, descriptive, expositive, and persuasive.

- L. Students will use their language arts skills to think logically, critically and analytically. They will examine evidence, evaluate rationales and intent, ask appropriate questions and make judgments - in relation to literature covered and in relation to future decision-making tasks.
- M. Students will read and respond to a broad range of English literature of various genres.
- N. Students will use a variety of technologies for learning such as videotaping and audio taping equipment.
- O. Students will utilize technology for literary tasks that will ultimately facilitate reading comprehension, and enhance vocabulary development and word processing.
- P. Students will learn the definition of plagiarism, types of plagiarism, how to cite material using MLA parenthetical documentation, and demonstrate their proficiency in formally citing and paraphrasing an outside source.

II. Content 3.1, 3.2, 3.3, 3.4, 3.5

- A. Students will approach grammar and usage functionally through composition
 1. Variety in sentence structure
 2. Punctuation
 3. Levels of usage
 4. Parts of sentences
 5. Additional grammar as necessary
- B. Students will further develop skills in composition
 1. Writing as a process
 2. Peer editing
 3. Differentiation between expository, narrative, and persuasive writing
 4. Differentiation between formal and informal essay
 5. Written book reviews
 6. Short research papers at the discretion of the instructor
 7. Develop their individual writing style
 8. Utilization of the computer lab in the Media Center
 9. MLA Documentation
 10. Use of Turnitin.com for learning the importance of academic integrity in writing.
 11. Learn the definition of plagiarism, types of plagiarism, when and how to cite material, study examples of proper and improper ways of citing material, and demonstrate the proper way to cite materials using the MLA format in order to avoid plagiarism
- C. Literature Types: novels, short stories, drama, poetry, biography, essay
- D. Vocabulary
 1. The study of vocabulary within the context of the literature which stresses the understanding of words through context clues, definition, spelling, roots, prefixes, pronunciation.
 2. Preparation for the SAT essay using the SAT online program.
- E. Media Center – Use of reference materials, the computer lab
- F. Book Reviews
 1. Minimum of six (in-class, out-of-class)
 2. Books are subject to teacher approval. They should demonstrate an intellectual level challenging to the student. Teacher may require more than six books.
- G. Research paper (using the MLA format) and/or research project
- H. SAT Preparation using the SAT online program.

III. Activities and Materials

- A. Texts - Adventures in English Literature (Athena Ed.)
The Bedford Handbook
Supplementary texts
- B. Class Work
 - 1. Lectures, discussions, audio-visual materials, and regular tests and quizzes will be utilized.
 - 2. Skills such as reading, writing, speaking, listening, viewing and media literacy will be stressed.
 - 3. Oral reports and individualized work projects
- C. Assignments, homework, quizzes, and tests will be graded and reviewed by teacher and pupils.
- D. Writing assignments will be a regular part of the course.
 - 1. Essays/compositions
 - 2. Written book reports/reviews
 - 3. A research paper (using the MLA format) and/or research project

IV. Evaluation

- A. Students will be required to attend class regularly.
- B. Students will be expected to be punctual and courteous.
- C. Students will be expected to complete homework and class work learning assignments.
- D. Failure to submit a required book report or research paper during any marking period will result in an F for that marking period, regardless of the student's previous grades.
- E. Students will demonstrate effective class participation.
- F. Students will be expected to complete tests and quizzes successfully.
- G. Students may be expected to write a research paper (using formal MLA documentation) at the discretion of the instructor.
- H. Students will be expected to take a comprehensive final examination.
- I. Students will be expected to take care of school property, especially their books.
- J. Students will be expected to bring text, pencil or pen, notebook, and other necessary materials on a daily basis.
- K. Students will be required to assume responsibility for work missed due to absence within a reasonable amount of time.
- L. The final grade represents the teacher's professional judgment of the student's performance and all of the aforementioned activities and/or requirements are included in the evaluative process.
- M. Any student who failed the reading and/or writing portion of the HSPA as a junior must take and pass the appropriate section(s) of the HSPA during his/her senior year to meet the state graduation requirements.
- N. Students are required to demonstrate academic honesty and integrity in all written work.

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