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| English IV Course |

First Semester

**1st Nine Weeks**

Unit 1: Building a Literacy Community

Unit 2: Author’s Craft: Literary Structures

**2nd Nine Weeks**

Unit 2: Continued

Unit 3: Author’s Craft: Informational Text, Analysis, and Inquiry

Second Semester

**3rd Nine Weeks**

Unit 4: Argumentative Texts and Inquiry

Unit 4: Continued

**4th Nine Weeks**

Unit 5: Independent Reading

Unit 6: Independent Writing

Syllabus for English IV- British Literature

**Facilitator**: Ms. Pyles

**Room**: 608

**Email:** [anna.pyles@fortbendisd.gov](mailto:anna.pyles@fortbendisd.gov)

**Tutoring Schedule**: Monday and Wednesday afternoons from 2:55 – 3:25

**Overview**

**English IV**

(General outline; may be adjusted to reflect student needs)

**First nine weeks: Anglo-Saxon and the Middle Ages**

**Learning Focus**: A study of epics across Cultures; Passion, Power and Limitations in Literature of the Anglo-Saxon and Middle Ages time period.

**Genre focus**: Epics

**Skill focus**: analyze archetypes, epic structures, and the writing process

**Writing focus**: College essay and expository essay

**Literary works to be read**: “Beowulf”, and “The Canterbury Tales”

**Second nine weeks: Shakespearean Tragedy**

**Learning Focus**: Society and Change in Literature of the Restoration and Enlightenment Periods

**Skill focus**: Analyze argumentation and organization of writing; sentence fluency

**Writing focus**: Expository essay

**Literary works to be read**: Poetry; Shakespeare’s Macbeth or Othello

**English IV**

**Third nine weeks: Late Renaissance/Restoration/Eighteenth Century**

**Learning focus**: Truth and Imagination in Literature of the Renaissance Era

**Skill focus**: rhetorical devices/identifying types of satire

**Writing focus:** Research paper or Persuasive essay

**Literary works to be read**: Satirical themes: A Modest Proposal

**Fourth Nine Weeks: Romantic/Victorian Literature**

**Learning focus**: Societal and Personal Values in the Literature of the Victorian Era

**Skill focus:** analyzing poetry

**Writing focus**: Analytical essay

**Literary work to be read**: poetry; novel study; literature circle

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| English Ill Course |

Grading Period 1

Unit 1: Author’s Craft: Literary Structures and Analysis

In this unit, readers will analyze literary texts with literary structures. Writing and speaking tasks focus on responding to text. Readers will also analyze literary texts, such as short stories, poetry, drama, and other genres as they look for examples of figurative language, imagery, sentence structure, and word choice. Writing and speaking tasks include responding to text and completing a literary process piece.

Grading Period 2

Unit 2: Author’s Craft: Informational Text and Inquiry

In this unit, readers examine the different structures and purposes of informational text, applying their knowledge of the author’s craft to this genre, exploring the organizational patterns as readers, and making inferences about the author’s purpose for writing. With their teachers and peers, students read, analyze, and write informational texts. They continue reading literary texts as well as self-selected texts, which may be from any genre, making connections to the author’s craft as they do so.

Grading Period 3

Unit 3: Author’s Craft: Argumentative Structures, Analysis, and Inquiry

In this unit, readers look at the nuanced differences between informational and argumentative texts. As readers, they analyze how an author develops an argument and uses language to engage an audience. Students will analyze the organizational patterns or persuasive text and how authors select and arrange arguments in a text to make the biggest impact on a reader. With their teachers and peers, students read, analyze, and write argumentative texts. They continue reading self-selected texts, which may be from any genre, making connections to author’s craft as they do so.

Grading Period 4

Unit 4: Analyzing Author’s Purpose as an Independent Reader

In this unit, students will have an opportunity to self-select texts in which to practice their reading comprehension skills, choosing genres that appeal to them. They will work with small groups as book clubs to discuss their thinking about their reading and use strategies learned throughout the year. As they take ownership of their reading habits, they can determine what strategies work best for them as readers, and set goals for summer reading. Students may want to combine their learning experiences in this unit and the writer’s choice unit as an inquiry cycle. The primary focus for both units has students identifying something they want to learn more about (whether fiction or non-fiction) and how they might communicate that learning to their peers.

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