This curriculum guide provides an overview of what your child will learn by the end of English IV. While this is an overview, your child’s actual experience may differ from this guide depending on your child’s individual needs. This guide focuses on the key skills your child will learn, which will build a strong foundation for success in other subjects and in future learning opportunities. If your child is meeting the expectations outlined in this curriculum guide, he or she will be well prepared for graduation.

You should use this guide as a resource to gain an understanding of the key skills that will be introduced and/or mastered by your child this year. This will help promote a better understanding, as well as allow for a strong relationship to be developed with your child’s teacher. Regular ongoing dialogue about teaching and learning, beyond parent-teacher conferences, is expected and desired.

At home, you play an important role in setting and reinforcing high expectations for your child, while providing support for your child in meeting them. If your child needs additional help or wants to learn more about a topic, work with his or her teacher to identify opportunities for support or to find additional resources to supplement the learning. High expectations do not just surround the content being learned. Your conveyed expectations should also surround the development and use of the following soft skills: effective time-management, persistence and perseverance, self-confidence, growth mindset, productive use of constructive criticism, thinking critically, exhibiting independence, and being motivated.
English IV

English IV is a practical literature course with a topical approach to short stories, poetry, nonfiction, novels, and other relevant materials. English IV will be the culmination of all English skills students have learned at Hinckley-Big Rock High School, but is also designed to develop important college and career readiness standards like teamwork and problem solving. Through activities, discussions, and assessments students will demonstrate their ability to apply what they have read to pertinent social and workplace settings. Students will work individually, in partners, and in small groups. Assessments will include exams, written essays, research, and presentations. Like all English courses at Hinckley-Big Rock High School, the course is completely skills-based.

A sample of skills to be gained:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
List of primary sources for learning:

- *Canterbury Tales* by William Chaucer
- *Hamlet* by William Shakespeare
- *Lord of the Flies* by William Golding
- *Frankenstein* by Mary Shelley
- *Curious Incident of the Dog in the Night Time* by Mark Haddon
- *Persepolis* by Marjane Satrapi
- *Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *One Flew Over a Cuckoo’s Nest* by Ken Kesey
- Short stories, poems, and essays such as “A Modest Proposal,” “Castle of Otranto,” “The Yellow Wallpaper,” “Strawberry Spring,” “In a Grove,” and “Teenage Wasteland”

**Help your child learn at home**

As you invest in your child in many different ways each day, take the following things into consideration as you invest in his or her learning. These strategies will have a direct impact on the learning of your child at home.

- Create a suitable place for learning at home to be completed.
- Create a daily routine and stick to it as much as possible.
- Work with your child on their homework on a regular basis. Have them start the homework on their own and then provide assistance when asked. When they ask for help, try utilizing the following prompts to help them think through their learning.
  - What do you remember from the learning activities in school?
  - Is there a place that you can reference that will help you?
  - What do you think would help?
  - Explain to me what you are struggling with.
  - What do you think you should do next?

It is important to help your child work through the answer, not just provide them with the answer. This process is extremely important in helping your child develop strategies that can be used whether he or she is with you or not.
Additionally, here are some activities you can do with your child to support learning at home:

English IV

- Ask your student about the current unit of study
- Ask your student to summarize the text we are reading in class
- Offer to read and edit writing assignments
- Encourage your student to write using formal wording and phrasing
- Review vocabulary words with your student
- Encourage your student to re-read and revise any written work to be submitted
- Most importantly, encourage your student to reach out to the teacher for additional help
- Ask your student to share work via Google Drive to keep up-to-date with essay work