



# School District of Marshfield

## Course Syllabus

Course Syllabus: English IV Essentials  
Length of Course: Year-long Course  
Credit: 1

Course Description: This course is intended for seniors who need a modified English class. The goal of the course will be to prepare students in the areas of reading, writing, speaking, listening, and media and technology for the English courses required at a technical/two-year school or for those students going directly into the work force.

Prerequisite: Teacher and/or Guidance Counselor recommendation

### Learning Targets:

- Reading: Students will be able to read, comprehend, paraphrase, reply to, and summarize a variety of fiction, nonfiction, technical, and professional documents.
- Writing: Students will be able to accurately compose appropriate technical and professional documents and expository, reflective, and narrative compositions in the required format, with minimal errors.
  - Establish document purpose
  - Analyze the audience
  - Generate ideas
  - Research primary and secondary sources
  - Synthesize information from sources
  - Organize document content
  - Transform ideas from draft to final text
  - Design document format
  - Use reader feedback
  - Verify usage against conventional standards
- Speaking: Students will be sensitive to diverse audiences and competent in presenting information in interpersonal and group settings.
- Listening: Students will be able to use active listening strategies to acquire, recall, and retain vital information.
- Media and Technology: Students will be able to effectively access and utilize available media and technology to research information and relay information to an audience.

### First Quarter:

1. Long-term and Short-term Goals
  - A. Assessments
    - a. writing prompt/baseline

- b. SRI Lexile score OR Star Test
- B. DOL
- C. Organization/Materials for the class
- D. Responsibility/Classroom expectations
- E. Inventory for applications
- F. Applications (job/technical college)
- G. Listening/Speaking skills (Chap. 3/rubric scoring)
- H. Guest speakers (topics to include—employer expectations, application process, interviews)
- I. Writing: Culminating report—How do classroom expectations compare to employer expectations?
- J. Nonfiction: *Upfront Magazine*
- K. Reading strategies for determining main idea, purpose, audience, tone

## Quarter 2

- 1. Note-take strategies
  - A. Work place vocabulary
  - B. Teamwork
    - a. Individual and group activities for becoming a team player
    - b. Tips for getting along with others
    - c. Resolving conflict
    - d. Diversity in the workplace
    - e. Teaching others
    - f. Giving and receiving criticism
    - g. Sexual harassment
  - C. Mechanism report (5 parts maximum)
  - D. Teamwork Culminating Project
  - E. Teams will plan, prepare, and follow through with community service project
  - F. Common Summative: Presentation to share project results and to teach peers about volunteer opportunities in their community
  - G. Discussion connecting themes to the teamwork unit
  - H. Novel—*Sunrise Over Fallujah*
  - I. *Upfront Magazine*
  - J. Attention to current events and students' understanding of the issues and their opinions
    - a. Practice appropriate small group discussion/listening behaviors
    - b. Synthesize articles to summarize, reflect, and support writer's opinions
    - c. Synthesize articles to determine main idea, audience, purpose, tone

### Quarter 3

1. Reading realistic fiction: *Sunrise Over Fallujah* (Scholastic Expert 21 recommended)
2. Preliminary Job-searching Activities
  - A. Utilize job-searching tools to locate and research potential employment opportunities for the near future: research the business, the location, employment opportunities with a diploma versus a technical college degree, understand education required for desired job, advancement opportunities
1. Revise/update resume to be job specific/ write cover letter/ create list of appropriate references
  - A. Audience and purpose
  - B. Format and content
  - C. Correctness, accuracy, clarity, employability
  - D. Etiquette for requesting a reference and letter of recommendation for admittance to technical college or for a scholarship
1. Organization
  - A. Create portfolio of findings and prepared documents
  - B. Job research findings (printouts)
2. Essential Workplace Skills
  - A. What are employers looking for?
  - B. Workplace culture: Focus on "soft skills"
3. Interview preparation
  - A. Set up the interview with MHS role-playing staff
  - B. Anticipate possible questions and responses and practice
  - C. Interview final preparations: appearance/ hand shake/ posture/ eye contact/ speaking effectively (Writer's Inc. 387)/ review listening and speaking skills from first quarter
4. Interview with MHS staff volunteers who have agreed to role-play an employer specific to each students' goals
  - A. Mock interview classroom practice
  - B. Lesson "Accepting Criticism"
  - C. Follow-up thank-you note to MHS staff members
  - D. Analysis of interview evaluations, diagnosis, and plan for self-improvement
5. Nonfiction: *Upfront Magazine*
  - A. Attention to current events and students' understanding of the issues and their opinions
  - B. Practice appropriate small group discussion/listening behaviors
  - C. Synthesize articles to summarize, reflect, and support writer's opinions
  - D. Synthesize articles to determine main idea, audience, purpose, tone

## Quarter 4

1. Novel of choice
  - A. Analysis (character, setting, conflict, plot, theme)
  - B. Continued work on appropriate small-group discussion behaviors
2. Nonfiction: *Upfront Magazine*
  - A. Attention to current events and students' understanding of the issues and their opinions
  - B. Practice appropriate small group discussion/listening behaviors
  - C. Synthesize articles to summarize, reflect, and support writer's opinions
  - D. Synthesize articles to determine main idea, audience, purpose, tone
3. Living independently
  - A. Small-group effort to research and report on everyday costs of living (renting, insurances, groceries, etc.)
  - B. Written report to relay information and document sources
  - C. Present findings to an audience of their peers
  - D. Presentation to include: presentation outline, visual to relay findings, attention to speaking skills.
4. Poetry
  - A. "I Am..."—a self-reflection

### Resources:

- Various novels according to literature list for senior English
- *Tools for Success*
- *Complete Communication Skills Activity Kit*
- *Technical Writing for Success*
- *Communicating for Success*

### Media Resources:

- *A River Runs Through It*