English IV 2025/2026

Ms. Selle. Room 1400. 303.387.2500. lselle@dcsdk12.org

**COURSE INFORMATION AND OBJECTIVES:** Students will develop reading and writing skills as they relate to twelfth-grade English. Students will read a variety of books, essays, short stories, and poems, and they will critique film and visual art to connect literature as a record of human experience. Major grades will include a personal narrative, a synthesis essay, a poetry booklet, a compare/contrast essay, a group presentation, and a graphic organizer.

**Colorado State Standards Skills for Grade 12:**

* Reading—Students will locate important details and literary devices in a passage; analyze connotation, context, and complex nuances of language; understand the historical context of a written piece; explore a theme through multiple texts and media; identify characters, setting, and the development/structure of plot; make connections and utilize higher-level thinking skills, examine author’s intent and tone; and identify and analyze rhetoric.
* Speaking/Listening—Students will participate in Socratic seminar, class discussions, peer review, and presentations as a way to enhance their ability to collaborate, actively listen and ask questions, distinguish between formal versus informal speech, correctly pronounce words, and deliver strong presentations.
* Writing—Students will examine and implement different methods for planning writing; create effective claims; acknowledge counterclaims; incorporate appropriate textual evidence and adequately explain it; analyze figurative language; distinguish between and utilize formal and informal writing styles; use effective transitions between text segments; revise and edit written work; persuade in arguments; and sequence events logically.

Skills to be instructed and reinforced throughout the year: writing terminology (thesis/claim, evidence and commentary, introduction, conclusion); literary devices (theme, personification, metaphor, simile, hyperbole, repetition, connotation, symbolism, voice, tone, imagery, allusion, point of view); grammar (parts of speech, phrases, clauses, subject/verb agreement, tense agreement, punctuation, sentence structure); vocabulary (word roots, prefixes, and suffixes); rhetoric and persuasion (logical fallacies, reasoning, ethos/pathos/logos/telos/Kairos); higher-level thinking skills (analysis, synthesis, evaluation).

**Grading**: You will receive grades for your academic performance and your effort.

Your grades in Infinite Campus will be current at all times. Please use IC to check your progress. Canvas doesn’t count! IC is where it’s at.

Grades will include reading, writing, discussion, projects, and behavior. Generally, an **A** on an assignment requires the inclusion of your own original thought and connections to the real world. For an **A**, in addition to including every requirement of the assignment, you must also go beyond the text and our classroom discussions. You need to put YOUR OWN ideas in your work. That’s why we study literature; we apply it to our society and our lives. We use it to better understand our world. Include higher-level thinking: analysis (examine, compare/contrast, inspect); synthesis (connect, blend, integrate, unify); evaluation (assess, balance, decide). Your behavior in class will also affect your grade. Tardiness, use of electronics during instruction time (for activities other than schoolwork), late or missing assignments, academic dishonesty, disruptive behaviors, etc. will lower your grade and be recorded in IC. You will receive a monthly behavior grade based on the following rubric: Zero negative behaviors = A; one to two negative behaviors = B; three to five = C; six or seven = D; eight or more = F.

**2025/2026 At-a-Glance:**

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| **Unit**  | **Big Concepts** | **Major Grade**  |
| August/September: Nonfiction narrative – multiple short stories | Point-of-view, narrator, event sequence, word choice, transitions, claim | College essay/personal narrative |
| September/October: *Feed*, by M.T. Anderson*Wall-E*, by Andrew Stanton | Persuasion, satire, metaphor, irony, compare/contrast, theme, dystopian concepts | Synthesis essay |
| November/December: *The Color of Water* by James McBride*Loving*, directed by Jeff Nichols | Word choice, interview skills, inflection/emphasis, research, compare/contrast, theme, simile | Poetry bookletPronunciation guideOne-paragraph mini-essay |
| January/February: *The House of the Spirits*, by Isabel Allende*Crash*, directed by Paul Haggis | Theme, research, logical relationships, compare/contrast, inference, connections, point-of-view, discussion, personal learning style, identity | Compare/contrast essay |
| March/April: *The Kite Runner*, by Khaled Hosseini | Theme, literary devices, author’s word choice, formal vs. informal language, compare/contrast | Group multimedia presentation |
| May: *American Born Chinese* by Gene Luen Yang | Logical fallacies, mythology, hero’s journey, stereotypes,  | Graphic organizer |

***Miscellaneous Information:***

* Please bring a writing utensil *every day*.
* REVISIONS = Yes! You may revise your work for a better grade. That’s how you learn.
* Writing assignments will be completed via Google Docs or on paper. All electronic assignments: Attach and turn in via Canvas. Turn in all papers to the basket at the front of the room.
* LATE WORK & REVISIONS: Title Class Period#/name/title and share with my email if it’s electronic. (If it’s paper, put it in the basket.) You may need to re-share it; that makes it show up in my email inbox, which is easier for *me*. **Do not submit late work or revisions on Canvas.**
* **Parents**: If you do not want your student to view PG-13 or R movies, please contact Ms. Selle.

**Academic honesty**

You will do your own thinking, work, reading, and writing in this class. It is my job as your teacher to help you become a strong, independent learner with solid academic skills. You know how to make ethical and responsible decisions about your education, and I am here to support you. We'll explore when AI can be a helpful starting point for generating ideas or brainstorming and when it is **inappropriate** to use it, such as generating answers or writing essays. Per the HRHS Student Handbook, anything turned in that is not in a student’s own words constitutes cheating. Cheating in any form will not be tolerated. The first offense will result in a message home and the option to redo for 50% credit. The second offense will result in a zero **without** the ability to earn credit back and a referral. Every offense beyond this will result in a zero and an additional referral and is potentially grounds for failing the class. Students who use generative AI without written permission from the teacher to do so violate the policies of the social studies/English department. If the assignment doesn’t specify that AI can be used, it cannot be used. Any use of AI to complete an assignment without written permission from the teacher constitutes cheating and will result in the consequences outlined above.

**Class Supplies:** One spiral notebook, our current novel, a writing utensil EVERY DAY, a folder for your papers, and (optional) a computer.