

English 4—European Literature

Mrs. Steffen Room 212

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Welcome to English 4. I am very excited for this school year. Students are expected to master the NC standards for 12th grade reading and writing literature and informational texts. We will do this through the study of European Literature as set out by the Cumberland County Schools pacing guides.

Students will be taking the NC English 4 Final Exam which is 20% of the total grade. The final exam consists of four to six long (6 to 8 pages each) reading passages with 50 multiple choice questions. Students have 120 minutes to take the test. **They will not have extended time except where required by an educational plan (for example an IEP or 504).**

Test Specification Weights for the English 4 NC Final Exam Domain (2010 NC Standard Course of Study) Standards Range of Total Items

Language L.4, L.5	10% to 15%
Reading for Informational Text RI.1–RI.6	30% to 45%
Reading for Literature RL.1–RL.6	50% to 55%

NC Final Exam of English 4 will draw from the following NC Standard Course of Study Standards ELA 11-12 with number of items tested:

Key Ideas

RL1. 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. (4 Items) RI.1 Same as RL.1 (2 items)

RL 2 Determine two or more themes 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. (2 items)

RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. (4 items)

RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (4 items)

Craft and Structure

RL. 4 Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging. (4 items)

RI.4 Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (1 items)

RL 5 Analyze how an author's choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.(4 items)

RI. 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.(2 items)

RL 6 Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant. (3 items)

RI. 6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power and/or persuasiveness of the text. (2 item)

Language

L.4 a Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies: **context clues**, word parts, word relationships, and reference materials. (2 items)

L.5 Demonstrate understanding of figurative language and nuances in word meanings.

- a. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content. (3 items)

Course of Study

Units used to address these standards are as follows from our new online textbook *My Perspectives*

Unit 1 Forging a Hero--Warriors and Leaders--What makes a hero?

Unit 3 Facing the Future, Confronting the Past--Shakespeare Extended Study--How do our attitudes towards the past and future shape our actions?

Unit 5 Discovering Self--Individual, Nature, and Society--How do we define ourselves?

Unit 6 Finding a Home--Nation, Exile, and Dominion--What does it mean to call a place home?

Our Class Rules

1. We follow school rules
2. We are respectful to everyone
3. We are on time and ready to learn
4. We participate in activities
5. We use technology for learning
6. We are productive rather than disruptive

Discipline Plan will follow school rules.

1st time--warning/conference with student.

2nd time--student conferences/contact parent.

3rd time--contact parent and after school detention 4th
time--inform parent of referral to administration

Materials Required

3 Ring Binder and Notebook Paper
Notebook will be maintained
Pencils or blue or black pens

Personal Device*
**Your device is to be used for educational purposes only and at designated times. Any other use is grounds for collection of device or referral to administration.*

Grading Policy

Final Grade Policy

Homework/Classwork/Participation	35%
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Midterm Average	40%
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Quizzes/Short Writings	25%
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Second Term Average	40%
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Tests/Projects/Essays	40%
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Final Exam	20%
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Attendance and Make Up Work

Attendance is critical to a student's education. Every student should make the effort to be at school every day. Attendance issues will be addressed with the parent, administration, and student services.

Tardies to school can also interrupt the student's education because most directions for the day are given at the beginning of the class. Tardies will be turned into administration.

Make up work will be completed for an excused absence within **three days** of returning. Excused absences include sickness, doctor's appointments, legal appointments, school approved field trips, and family funerals. **Students must turn in a note for the absence to the teacher before turning it into the school attendance clerk.** The note must be from a parent or guardian or legal or medical representative, dated, signed and contain a phone number for verification. At this age, this is the student's responsibility to get the note and bring it in a reasonable time (on the day of or the day after returning to school).

All work is posted to the Google Classroom daily. It is the student's responsibility to daily check the Google Classroom and Powerschool for assignments whether they are at school or not.

Tutoring and make up testing is available Tuesday and Thursday 7:30 to 8:15 am or 3:30 to 4:30.

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Please encourage your students to be responsible for his/her learning. Attendance, class participation, completion of assignments and daily study is a must. I am here to help. Please do not hesitate to contact me at any time. Please sign below to indicate your understanding and support of the classroom systems.

Student Name (Printed) _____ Class Period _____

Student Signature

Parent Name(Printed) _____

Parent/Guardian Signature:

Parent/Guardian Phone Number & Email:
