



English IV Instructional Plan: Fall Semester

Course Overview

Welcome to English IV! In this course we will read and write about British Literature from the Anglo-Saxon period through the present. Throughout the year, students can expect to analytically read and write, use skills to both develop and deepen comprehension of increasingly complex texts, engage in meaningful academic discourse, and document their knowledge and understanding in writing. Teachers will come to class prepared each day to teach students something new and valuable. Below you will find important information that will help you be successful in this course. Go, Bulldogs!

Contact Information

Teacher Name:

Email:

Phone:

Classroom Expectations

All classrooms will uphold the expectations of creating safe, responsible, and respectful learning environments. Students will come to class prepared with materials, engage in academic discourse, and submit academic work in order to be successful.

Attendance Policy & Its Importance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from student-led and school activities, to build each day's learning on the previous day's, and to grow as an individual (also, there's the whole graduation thing as well). Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. For specific information about the District's attendance policy, please visit this [link](#).



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Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

Learning Objectives

By the end of the first semester, students will be able to:

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- Students will analyze complex literary and informational texts, including *Hamlet*, to interpret nuanced meanings, evaluate authorial intent, and examine how structure and style shape a text's impact.
- Students will explore how literary elements—such as theme, character development, and rhetorical devices—convey meaning and reflect broader historical, cultural, and social contexts.
- Students will develop well-supported analytical and expository writing through a recursive writing process, using relevant textual evidence to construct clear, organized, and compelling arguments.
- Students will engage in creative and critical responses to literature that demonstrate close reading, mastery of literary techniques, and thoughtful connections to personal and contemporary issues.

By the end of the second semester, students will be able to:

- Students will develop and execute a focused research plan, effectively gathering, evaluating, and integrating credible sources to compose an analytical research paper that maintains academic integrity and personal voice.
- Students will analyze complex novels and literary texts to examine character development, thematic depth, and authorial choices in structure and perspective, making meaningful connections to contemporary and personal contexts.
- Students will synthesize ideas across multiple sources and perspectives, identifying key insights and contradictions to deepen their understanding of literature and the world around them.
- Students will craft a personal narrative that reflects on a meaningful life experience, using literary techniques and reflective analysis to communicate insight and emotional resonance.



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Course Resources

- SAAVAS: My Perspectives (textbook) via Classlink
- Google Classroom & Texas College Bridge via Chromebook
- District Approved Novels: Shakespeare's *Hamlet*
- Class Dojo

Grading Policy

According to Midland ISD Grading Policy:

- Major assignments - 60%
 - There will be 2 to 3 major grades each cycle.
- Minor assignments- 40%
 - There will be 5 to 6 minor grades each cycle.
 - Records of each student's progress will be maintained and reported to parents at the end of each grading period. The purpose of the report is to indicate the progress the student is making toward achievement of the objectives of the educational program.
 - Make-up assignments or tests shall be made available to students after any absence. A student shall be allowed at least one day of make-up time for each day of absence.
 - Late work will not be accepted three days after the due date.

School-wide System of Communication

Communication with parents will be conducted through Skyward (Family Access) for real-time updates on grades, assignments, and attendance—automated alerts can be enabled for missing work or concerns. Emails will be sent for individualized updates or behavior matters.

Blackboard will be used for class announcements, reminders, and posting materials related to course progress. ICU will be used for students missing assignments- this will alert parents consistently until the work is completed.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!



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Please fill out the portion below and return this portion to your teacher.

We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date: _____