



# U.S. INTERNATIONAL CHRISTIAN ACADEMY

is an independent, international autonomous global high school institution

Serving students since 2001

**Owned and Operated by Teachers**

25 years of experience in Teaching and Administration

[www.USICAhs.org](http://www.USICAhs.org)

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<http://www.usicahs.org/Library.html>

<http://www.usicahs.org/Curriculum.html>

## U.S.I.C.A. Course Outline/Syllabus

**Grade/Course: ENGLISH IV 1001400**

**Grade Level: 12<sup>th</sup> High School**

**A)TEXT BOOK: Literature, Writing and Grammar ENGLISH IV**

**By Prentice Hall Literature, Grade 12: Common Core Edition**

**ISBN: 0133195589 -ISBN13: 9780133195583**

**Order No.:** 1

**Code:**ENG4002

**Class Type:**Online

**Resources:**

Text book  
Teacher works CD  
Teacher interactive  
online  
Links

Skype  
Skype Conference  
Zoom, Social Media

**Length:** 1 year

**Instructional Supports:**

Textbook, Magazines, Journals, Websites  
Links, Videos Conference, Comprehensive  
Reading Plan, PBS Public Television, BBC  
Television, Contemporary Literature  
Magazine, Skype, Zoom, e-Library, Social  
Media

**Area:**ENGLISH

**Credits:** 1

**Total Numbers of class hours:**300 hrs

**Type:** Mandatory

**Standards:**

Florida Standards  
[www2.dadeschools.net](http://www2.dadeschools.net)

**Prerequisite:**

Students must have successfully  
passed aEnglish III

## **B) Description:**

This course continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, language, speaking, and listening. This course allows the students to engage in literary analysis and inferential evaluation of classic, British/European literature.

## **C) Objectives:**

Upon completion of this course, the students will be able to:

1. Read classical British/European literature.
2. Investigate literary themes and issues common to humanity in classical literature.
3. Writes in a variety of modes to include literary analysis and personal reflection.
4. Generate ideas about the topic for the purpose of writing various writing styles.
5. Write a resume and essay suitable for employment or college admission.
6. Compile information from a variety of sources and organize information into a cohesive paper citing resources appropriately.
7. Improve and expand vocabulary through reading and writing.
8. Use appropriate resources to complete forms and applications with an emphasis on college admissions or employment.
9. Use appropriate methods of note-taking in order to recall, comprehend and report main ideas from readings, lectures and other academic experiences.

## **D) Required Reading**

*Great Expectations* by Charles Dickens

*Jane Eyre* by Charlotte Bronte

*Romeo and Juliet* by William Shakespeare

*The Canterbury Tales* by Geoffrey Chaucer

**E.Content:**

**ENGLISH LITERATURE**

**Introductory Unit: Common Core Student Workshops**

Building Academic Vocabulary  
Writing an Objective Summary  
Comprehending Complex Texts  
Analyzing Arguments

**Unit 1: From Legend to History 234**

The Old English and Medieval Periods (A.D. 449-1485)  
Extended Studies The Epic Geoffrey Chaucer  
Writing Workshop: Narrative Communications Workshop: Evaluate Persuasive Speech  
Vocabulary Workshop: Using Dictionaries and Other Resources

**Unit 2: Celebrating Humanity 462**

The English Renaissance Period (1485-1625)  
Extended Study Shakespearean Drama  
Writing Workshop: Persuasive Essay  
Communications Workshop: Deliver a Persuasive Speech  
Vocabulary Workshop: Words from Mythology

**Unit 3: A Turbulent Time 714**

The Seventeenth and Eighteenth Centuries (1625-1798)  
Extended Studies John Milton The Essay  
Writing Workshop: Reflective Essay  
Communications Workshop: Oral Interpretation of a Literary Work  
Vocabulary Workshop: Etymology: Political Science/History Terms

**Unit 4: Rebels and Dreamers The Romantic Period (1798-1832) 714**

Extended Study William Wordsworth and Lyric Poetry  
Writing Workshop: Multimedia Presentation  
Communications Workshop: Analyze a Non-Print Political Advertisement  
Vocabulary Workshop: Etymology of Scientific, Medical, and Mathematical Terms

**Unit 5: Progress and Decline 940**

The Victorian Period (1833-1901)  
Extended Study Charles Dickens and the Novel  
Writing Workshop: Report  
Communications Workshop: Analyze and Evaluate Entertainment Media  
Vocabulary Workshop: Idioms

## **Unit 6: A Time of Rapid Change 1120**

The Modern and Postmodern Periods (1901-Present)

Extended Studies T. S. Eliot Virginia Woolf Short Story

Writing Workshop: Short Story

Communications Workshop: Compare Media Coverage of Same Event

Vocabulary Workshop: Cognates and Borrowed Words

Resources

Reading and Vocabulary Handbook R1

Literary Handbook R18

Writing Handbook R34

Century Skills R47

Communications Handbook R55

Grammar, Usage, and Mechanics Handbook R58

Indexes R66

### **Methodology**

<b>F)Academic Methodology:</b>	
Tests	30%
Writing Reports	20%
Homework	5%
Class Work	20%
Reading Assignment	25%

### **H) Book Reference:**

1. Basic English Grammar, Second Edition (Full Student Textbook) by Betty SchramperAzar (1996)
2. The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment by Susan Thurman and Larry Shea (May 1, 2003)
3. The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible... by Jane Straus and Mignon Fogarty (Dec 14, 2007)
4. Grammar Workbook for the SAT, ACT, and More by George Ehrenhaft, EdD. (Aug 1, 2010)
5. Sentence Composing for High School: A Worktext on Sentence Variety and Maturity by Don Killgallon (Mar 19, 1998)
6. English Composition and Grammar : Complete Course by John E. Warriner (Jan 1988)
7. Glencoe Language Arts Grammar and Language Workbook Grade 11 by McGraw-Hill (Aug 20, 1999)
8. Key to High School English Grammar and Composition by P.C. Wren and H. Martin (Mar 1, 2006)
9. English Composition and Grammar : Complete Course [Hardcover] John E. Warriner (Author)
10. Barron's AP English Language and Composition, 5th Edition Paperback] Ehrenhaft. George (Author)

- 11.. AP English Language & Composition Crash Course Paperback By Dawn Hogue(Author)  
12..Practical English Composition: Book II. - by Edwin L. Miller(Author)

**I) Web Reference:**

<http://shakespeare.palomar.edu>  
<http://www.ipl.org/>  
<http://www.thefreedictionary.com/overcome>  
[http://www.learn4good.com/languages/toefl/toefl\\_stan\\_test3.htm](http://www.learn4good.com/languages/toefl/toefl_stan_test3.htm)  
<http://grammar.ccc.commnet.edu/grammar/verbs.htm>  
<http://www.englishclub.com/grammar/verbs.htm>  
<http://www.englishexercises.org>  
[www.indianchild.com/english\\_compositions\\_homework\\_help](http://www.indianchild.com/english_compositions_homework_help)  
[www.my-english-writing.com](http://www.my-english-writing.com)  
[www.grammar.ccc.commnet.edu/grammar](http://www.grammar.ccc.commnet.edu/grammar)  
[www.kn.att.com/wired/fil/pages/listaplangua.html](http://www.kn.att.com/wired/fil/pages/listaplangua.html)  
[www.abacon.com/internetguides/ecomp/weblinks.html](http://www.abacon.com/internetguides/ecomp/weblinks.html)  
[www.ncte.org/journals/ce](http://www.ncte.org/journals/ce)  
[www.guides.rasmussen.edu/englishcomposition](http://www.guides.rasmussen.edu/englishcomposition)  
[www.hccc.edu/.../PDFs/Library/English\\_Composition.pdf](http://www.hccc.edu/.../PDFs/Library/English_Composition.pdf)  
[www.grammar.ccc.commnet.edu/grammar](http://www.grammar.ccc.commnet.edu/grammar)  
[www.abacon.com](http://www.abacon.com)  
[www.tefl.net/links/Writing](http://www.tefl.net/links/Writing)

**J. Journals:**

The English Journal  
English Today  
English Studies in Canada  
Twentieth Century Literature: A Scholarly and Critical Journal

**K. Magazines:**

Boston Review  
Contemporary Literature  
New York Journal of Books

**L. Organizations:**

The National Council of Teacher of English (N.C.T.E)

**BOOK:**



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**ACADEMIC MISCONDUCT:**

Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the school and therefore is unacceptable and prohibited.

Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head or administrative supervisor.

Students violating the standards of academic honesty are subject to disciplinary action including reduction of a grade(s) in a specific course, assignment, paper, or project; a formal or informal reprimand at the professorial, dean, or academic vice president level; expulsion from the class in which the violation occurred; expulsion from a program; or expulsion from the school.

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