

# Course Syllabus

## Language Arts, English IV-100 (College Level)

Morgan County Curriculum 4.1 High School, Final  
Morgan County School District

---

Successful completion of ENGLISH IV is REQUIRED for graduation.

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

### Reading-Grade 12

- 1.1 (DOK 2) Supporting  
The learner will be able to interpret literal or non-literal meanings of words in a passage.
- 1.2 (DOK 2) Supporting  
The learner will be able to make predictions based on what is read.
- 1.3 (DOK 2) Supporting  
The learner will be able to formulate questions to guide reading.
- 1.4 (DOK 2) Supporting  
The learner will be able to interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage.
- 2.1 (DOK 2) Supporting  
The learner will be able to paraphrase information in a passage.
- 2.2 (DOK 1) Supporting  
The learner will be able to identify essential information from a passage needed to accomplish a task.
- 2.3 (DOK 2) Supporting  
The learner will be able to apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.
- 2.4 (DOK 1) Supporting  
The learner will be able to follow the sequence of information from a passage.
- 2.5 (DOK 2) Supporting  
The learner will be able to interpret concrete or abstract terms using context from the passage.
- 2.6 (DOK 3) Supporting  
The learner will be able to explain the main ideas of a passage and identify the key ideas or information that support them.
- 2.7 (DOK 3) Supporting  
The learner will be able to make inferences, draw conclusions or make generalizations based on evidence from a passage.
- 3.1 (DOK 3) Supporting  
The learner will be able to analyze how a conflict in a passage is resolved.
- 3.2 (DOK 3) Supporting  
The learner will be able to analyze an author's purpose in a passage.
- 3.3 (DOK 2) Supporting  
The learner will be able to explain an author's position based on evidence in a passage.
- 3.4 (DOK 3) Supporting  
The learner will be able to accept or reject an argument, giving supporting evidence from the passage.
- 3.5 (DOK 3) Supporting  
The learner will be able to evaluate an argument, giving supporting evidence from the passage.
- 3.6 (DOK 3) Supporting  
The learner will be able to analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas.
- 3.7 (DOK 3) Supporting  
The learner will be able to analyze or evaluate the use of supporting details as they relate to the author's message.
- 3.8 (DOK 3) Supporting  
The learner will be able to analyze or evaluate the use of persuasive or propaganda techniques within a passage.

# Course Syllabus

## Language Arts, English IV-100 (College Level)

Morgan County Curriculum 4.1 High School, Final  
Morgan County School District

- 3.9 (DOK 3) Supporting  
The learner will be able to explain the appropriateness of an argument for an intended audience.
- 4.1 (DOK 3) Supporting  
The learner will be able to evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).
- 4.2 (DOK 3) Supporting  
The learner will be able to use evidence from a passage to formulate opinions in response to a reading passage.
- 5.1 (DOK 3) Supporting  
The learner will be able to compare and contrast the characteristics of a variety of literary genres.
- 5.2 (DOK 3) Supporting  
The learner will be able to analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage.
- 5.3 (DOK 3) Supporting  
The learner will be able to analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language).
- 5.4 (DOK 3) Supporting  
The learner will be able to critique the author's word choice, style, tone or content.
- 5.5 (DOK 4) Supporting  
The learner will be able to compare or contrast elements, views, ideas, or events presented in one or more passages.
- 5.6 (DOK 4) Supporting  
The learner will be able to analyze the ways in which similar themes or ideas are developed in more than one text.
- 5.7 (DOK 3) Supporting  
The learner will be able to evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.
- 5.8 (DOK 3) Supporting  
The learner will be able to explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, or layout enhances the reader's understanding of a passage.
- 5.9 (DOK3) Supporting  
The learner will be able to analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage.

### Writing Content-Grade 9

- 1.1.00 (DOK 4) ASSESSED  
The learner will be able to establish and maintain a focused purpose to communicate with an authentic audience by: Narrowing the topic to present an idea or theme. Choosing a perspective authentic to the writer. Analyzing and addressing the needs of the intended audience. Adhering to the characteristics of the form. Applying a suitable tone. Allowing voice to emerge when appropriate.
- 1.1.01 (DOK ) Supporting  
The learner will be able to in Reflective Writing: Evaluate personal progress toward meeting goals in literacy skills. Analyze needs of the intended audience. Sustain suitable tone or appropriate voice.
- 1.1.02a (DOK) Supporting  
The learner will be able to in Personal Expressive Writing: Communicate the significance of the writer's life experience by narrating about life events, relationships, or central ideas. Apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay). Sustain point of view. Sustain a suitable tone or appropriate voice.
- 1.1.02b (DOK) Supporting  
The learner will be able to in Literary Writing: Communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary,

# Course Syllabus

## Language Arts, English IV-100 (College Level)

Morgan County Curriculum 4.1 High School, Final  
Morgan County School District

---

etc. Apply characteristics of the selected form (e.g., short story, play/script, poem). Sustain point of view. Sustain a suitable tone or appropriate voice. Apply a fictional perspective in literary writing when appropriate.

### ■ 1.1.03 (DOK) Supporting

The learner will be able to in Transactive Writing: Communicate as an informed writer to provide new insight through informing, persuading or analyzing. Develop an effective angle to achieve a justifiable purpose. Justify what the reader should know, do or believe as a result of reading the piece. Apply characteristics of the selected form (e.g., letter, feature article, editorial, speech, analytical lab report, historical journal article, literary analysis) for an intentional effect. Sustain a suitable tone. Allow voice to emerge when appropriate.

### ■ 1.2.00 (DOK 4) ASSESSED

The learner will be able to support main ideas and deepen the audience's understanding of purpose by: Developing logical, justified, and suitable explanations. Providing relevant elaboration. Explaining related connections or reflections. Applying idea development strategies appropriate to the form.

### ■ 1.2.01 (DOK) Supporting

The learner will be able to in Reflective Writing: Describe own literacy skills, strategies, or processes, or areas of growth. Analyze own decisions Evaluate own strengths and areas for growth. Support claims about self.

### ■ 1.2.02 (DOK) Supporting

The learner will be able to in Personal Expressive/Literary Writing: Communicate theme/main idea through use of literary elements appropriate to the genre: -Students will develop characters (fictional/non-fictional) through emotions, actions, reactions, descriptions, thoughts, or dialogue when appropriate. -Students will develop plot/story line appropriate to the form. thoughts an appropriate setting, mood, scene, image or feeling. Incorporate literary or poetic devices (e.g., simile, metaphor, personification) for intentional effect. Incorporate reflection and insight.

### ■ 1.2.03 (DOK) Supporting

The learner will be able to in Transactive Writing: Communicate relevant information to clarify and justify a specific purpose. Develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams charts, other visuals). Develop explanations to support the writer's purpose. Synthesize research to support ideas when appropriate. Incorporate persuasive techniques (e.g., expert opinion, repetition, rhetorical question, logical/emotional/ethical appeal, allusion) or propaganda techniques (e.g., testimonial, bandwagon, personal attacks) when appropriate.

## Writing Structure-Grade 9

### ■ 2.3.00 (DOK 3) ASSESSED

The learner will be able to create unity and coherence unity and coherence to accomplish the focused purpose by: Engaging the audience. Establishing a context for reading when appropriate. Communicating ideas and support in a meaningful order. Applying transitions and transitional elements to guide the reader through the piece. Developing effective closure.

### ■ 2.3.01 (DOK) Supporting

The learner will be able to in Reflective Writing: Engage the interest of the reader. Establish a context for the reader. Communicate ideas and details in a logical, meaningful order. Apply the acceptable format of the genre. Apply a variety of transitions or transitional elements between ideas and details to guide the reader. Apply effective paragraphing. Create effective conclusions.

### ■ 2.3.02 (DOK) Supporting

The learner will be able to in Personal Expressive/Literary Writing: Engage the interest of the reader. Communicate ideas and details in meaningful order. Apply organizational devices (e.g., foreshadowing, flashback) when appropriate. Apply a variety of transitions or transitional elements between ideas and details to guide the reader. Apply effective paragraphing. Arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape. Create effective conclusions.

# Course Syllabus

## Language Arts, English IV-100 (College Level)

Morgan County Curriculum 4.1 High School, Final  
Morgan County School District

- 2.3.03 (DOK) Supporting  
The learner will be able to in Transactive Writing:  
Establish a context for reading. Apply the accepted format of the genre. Develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose. Arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details to guide the reader. Apply paragraphing effectively. Incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate. Create conclusions effectively.
- 2.4.00 (DOK 3) ASSESSED  
The learner will be able to create effective sentences by:  
Applying a variety of structures and lengths.  
Maintaining parallel structure. Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate.
- 2.4.01 (DOK) Supporting  
The learner will be able to in Reflective Writing:  
Develop sentences of various structures and lengths for effect. Maintain parallel structure. Develop complete sentences or apply unconventional structures for an intentional effect when appropriate.
- 2.4.02 (DOK) Supporting  
The learner will be able to in Personal Expressive/Literary Writing: Develop sentences of various structures and lengths for effect. Maintain parallel structure. Develop complete sentences or apply unconventional structures for an intentional effect when appropriate. Arrange poetic language in a meaningful order. Apply poetic line breaks effectively.
- 2.4.03 (DOK) Supporting  
The learner will be able to in Transactive Writing:  
Develop complete, concise sentences or apply unconventional structures for an intentional effect when appropriate. Maintain parallel structure.
- 3.5.00 (DOK 2) ASSESSED  
The learner will be able to exemplify effective language choices by: Applying correct grammar and usage. Applying concise use of language. Incorporating strong verbs, precise nouns, concrete details, and sensory details. Applying language appropriate to the content, purpose, and audience.
- 3.5.01 (DOK) Supporting  
The learner will be able to in Reflective Writing:  
Adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect. Apply language concisely. Incorporate language appropriate to the content, purpose, and audience.
- 3.5.02 (DOK) Supporting  
The learner will be able to in Personal Expressive/Literary Writing: Adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect. Incorporate language based on economy, precision, richness, or impact on the reader. Develop ideas through descriptive or figurative language.
- 3.5.03 (DOK) Supporting  
The learner will be able to in Transactive Writing:  
Adhere to standard guidelines for grammar and usage. Apply precise word choice. Incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.
- 3.6.00 (DOK 2) ASSESSED  
The learner will be able to communicate clearly by:  
Applying correct spelling. Applying correct punctuation. Applying correct capitalization. Incorporating acceptable departure from standard correctness to enhance meaning when appropriate. Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing, authors or titles within the text, listing sources).
- 4.7.00 (DOK) Supporting  
The learner will be able to connecting to content knowledge. Connecting to prior learning. Initiating authentic connection. Thinking about/selecting topic.

**Writing Connections-Grade 9**

**Writing Process-Grade 9**

# Course Syllabus

## Language Arts, English IV-100 (College Level)

Morgan County Curriculum 4.1 High School, Final  
Morgan County School District

---

- 4.8.00 (DOK) Supporting  
The learner will be able to establishing a purpose and central/controlling idea or focus. Identifying and analyzing the audience. Determining the most appropriate form to meet the purpose and audience. Determining the most appropriate form to meet the needs of purpose and audience. Generating ideas--mapping, webbing, note-taking, interviewing, researching, and other writing-to-learn activities. Organizing ideas--consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.
- 4.9.00 (DOK) Supporting  
The learner will be able to writing draft(s) for an intended audience. Developing topic, elaborating, exploring sentence variety and language use.
- 4.10.00 (DOK) Supporting  
The learner will be able to reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content by conferencing with self, teacher, peer(s). Checking for accuracy of content. Considering voice, tone, style, intended audience, coherence, transitions, pacing. Comparing with rubric criteria and benchmark papers/models. Considering effectiveness of language usage and sentences to communicate ideas.
- 4.10.00a (DOK) Supporting  
The learner will be able to narrow topic for selected writing. Compose a topic sentence of a paragraph that is purposefully placed to enhance reader awareness. Select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). Delete extraneous/irrelevant materials. (Idea Development).
- 4.10.00b (DOK) Supporting  
The learner will be able to correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. Compose effective and subtle transitions. Develop effective introductions and closures for writing. Apply appropriate usage of parallelism (e.g., word forms, lists, phrases, clauses, sentences, organization, idea development) (Organization).
- 4.10.00c (DOK) Supporting  
The learner will be able to eliminate redundant words and phrases. Apply the most specific word for use in a sentence. (Word Choice).
- 4.11.00 (DOK) Supporting  
The learner will be able to check for correctness with self, teacher, or peer(s): --Language usage --Sentence Structure --Spelling --Capitalization --Punctuation --Documentation of sources. Using resources to support editing (e.g., spellcheck, dictionaries, thesauri, handbooks).
- 4.11.00a (DOK) Supporting  
The learner will be able to apply knowledge of subject/verb agreement with both singular and plural subjects. Apply knowledge of present, past, and future tenses. Apply knowledge of comparative and superlative forms of adjectives and adverbs. Apply knowledge of special problems in usage, (i.e., a, an, to, two, too, their, there, and they're) and pronoun reference with subjective. (Language Usage).
- 4.11.00b (DOK) Supporting  
The learner will be able to correct run-ons or awkward sentences. Correct sentence fragments. Combine short choppy sentences effectively. (Sentence Structure).
- 4.11.00c (DOK) Supporting  
The learner will be able to apply knowledge of spelling patterns, generalizations, and rules to commonly used words. Apply knowledge of spelling patterns, generalizations, and rules to plural forms of words. Apply knowledge of spelling patterns, generalizations, and rules to contractions. Apply knowledge of spelling patterns, generalizations and rules to change verb endings. (Spelling).
- 4.11.00d (DOK) Supporting  
The learner will be able to capitalize proper nouns, days, and months. Capitalize the beginning of sentences. Capitalize the pronoun "I". Capitalize proper adjectives. (Capitalization).

# Course Syllabus

## Language Arts, English IV-100 (College Level)

Morgan County Curriculum 4.1 High School, Final  
Morgan County School District

---

- 4.11.00e (DOK) Supporting  
The learner will be able to correctly punctuate declarative, exclamatory, interrogative, and imperative sentences. Use commas in a series, a date, a compound sentence, the greeting and closing of a letter, direct address, and introductory phrases and clauses. Correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses. Correctly apply the rules of punctuation for apostrophes in possessiveness and plurals. correctly apply the rules of punctuation for periods in abbreviations and acronyms. Correctly apply the rules of punctuation for semi-colons in items in a series and in correcting combined sentences. Correctly apply the rules of punctuation for colons in introducing a list and in a business letter greeting. correctly apply the rules of punctuation for quotations marks in dialogue, titles, and direct/indirect quotes. (Punctuation).
- 4.11.00f (DOK) Supporting  
The learner will be able to document use of sources with a format acceptable to the discipline (e.g., MLS, AAP) (Documentation).
- 4.12.00 (DOK) Supporting  
The learner will be able to share final piece with intended audience.
- 4.13.00 (DOK) Supporting  
The learner will be able to reflect upon: Goals as a writer. Progress and growth as a writer. Who or what has influenced progress and growth. Approaches used when composing.