

ENGLISH DEPARTMENT

ENGLISH IV H/AP: COURSE #141

Contact Information

Dianne Telicki
Regional Department Leader, English
Acton-Boxborough Regional High School
36 Charter Road
Acton, MA 01720
Telephone: (978)264-4700, x3477
Fax: (978)266-1133
E-mail: dtelicki@mail.ab.mec.edu

The Department's Educational Philosophy

Proficiency in English is an essential component of education in the United States. An ability to understand and communicate in English is fundamental to the preservation of our democratic system and to the well being of its citizens.

Guiding Principles

An essential component of education and the learning process is the development of proficiency in the arts of language. The ability to articulate and respond to complex ideas is a requirement of participatory citizenship and ultimately allows each of us to be more fully human.

- Speak and write clear, idiomatic English.
- Engage in the writing process, from pre-writing to editing and peer feedback to revision.
- Develop voice and depth in both personal and literary papers.
- Develop confidence, independence and critical judgment relative to one's own work.
- Understand as fully as possible what is read.
- Increase understanding of self and others through literature.
- Develop standards of judgment and taste in literature.
- Find enduring pleasure and value in reading good books.

ENGLISH IV H/AP: COURSE #141

Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: Successful completion of English I, II and III or their approved equivalent

Background to the Curriculum

This course continues to evolve from the original English IV curriculum developed in 1990.

Core Topics/Concepts/Skills

English IV is organized around the four themes of Self, Family, Heritage and Community. Understanding each theme and the complex relationships between and among them is the major focus of the senior curriculum. Through the study of literature, students will:

Unit: Self

- Understand that decisions affect not only the person making the decision, but also the people around him or her.
- Acknowledge the place that the education process occupies in defining the self.
- Recognize in literature the moment of self-awareness/epiphany.
- Recognize the extent to which characters define themselves in the choices they make.
- Understand the importance of the individual in an age of conformity.

Unit: Family

- Understand the dramatic possibilities in the shared experiences of family life.
- Understand the factors that make a family dysfunctional.
- Develop sensitivity to the roles of family members.
- Distinguish between duty to self and responsibility to family.

Unit: Heritage

- Develop sensitivity to the history and assumptions of another culture.
- Understand the clash of values between old and new world cultures.
- Distinguish the importance of culture in defining the self.
- Define the cultural values that create the family customs and traditions.

Unit: Community

- Understand that a group of people working together can accomplish a great deal.
- Understand that the community is wider than town and city.
- Recognize the rights and responsibilities of the self within the larger community, ranging from family to the world.

Also important in this course is the further development and refinement of language skills emphasized in previous grades: close critical reading, process-oriented writing, critical and creative thinking, articulate speaking and attentive listening, and further development of vocabulary.

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding State Standards, where applicable</u>
The Massachusetts Curriculum Framework for English Language Arts is comprised of twenty-seven General Standards organized into four Strands: Language, Literature, Composition and Media. The Learning Objectives for this course are matched to the appropriate Framework Strand and Standard.	
Reading skills are listed by increasing level of difficulty, moving from the concrete skills of observing and recalling to the more abstract skills of interpreting, synthesizing, analyzing and evaluating. It is the goal of the English Department to move each student toward mastery of advanced skills.	
1] Understanding of plot, characters, and setting	Lit. #9, 12
2] Literal interpretations of events	Lit. #8
3] Understanding of theme	Lit. #11
4] Understanding of structure	Lit. #12, 13, 14, 17
5] Understanding of characteristics of different genres	Lit. #10
6] Observation of connections and patterns	Lit. #12
7] Observation of recurring character traits	Lit. #12
8] Observation of similarities and differences among characters	Lit. #12
9] Making of inferences about plot events, character, and theme	Lit. #12, 17
10] Interpretation of character	Lit. #12
11] Observation and understanding of cultural values	Lit. #9, 16
12] Interpretation of symbolic events	Lit. #12
13] Synthesis of concepts and patterns	Lit. #12
14] Analysis of the ways that style impacts theme and mood	Lit. #15

<p>15] Evaluation of patterns in themes and style in different works 16] Evaluation of varying critical interpretations or analytic techniques 17] Classification of unfamiliar works by style, content, and period</p> <p>The writing skills listed below recognize that writing is a cumulative skill, with each level assuming the skills of the previous level.</p> <p>1] Editing one’s own and others’ work for language conventions and organization of ideas 2] Making meaningful revision based on peer and teacher feedback 3] Generating a topic and narrowing it into a thesis statement 4] Using well-written topic sentences that maintain the unity and coherence of the paper 5] Developing a logical and cohesive argument from a thesis statement 6] Choosing appropriate textual quotes to support an argument 7] Writing conclusions that demonstrate emphasis and/or writer conviction 8] Exhibiting a maturing style</p> <p>All students at this level will develop confidence and proficiency in timed writings in preparation for the Advanced Placement test. All students will write and deliver Senior Speeches.</p> <p>The thinking skills in this course will develop the ability to apply the following to literature.</p> <p>1] Understanding and translation of knowledge into new context 2] Identification of components and patterns 3] Drawing conclusions and making generalizations 4] Evaluating information and making choices based on reasoned argument</p> <p>Speaking and listening skills at this level provide opportunities for students to develop and refine the following communication skills.</p> <p>1] Reading aloud with understanding 2] Participating in whole-class and small-group discussions 3] Delivering speeches (and presentations) with attention to audience and purpose 4] Presenting dramatic readings or interpretations 5] Incorporating appropriate voice, mannerisms, attitude and body language when presenting or delivering a speech 6] Interpreting a selection 7] Presenting orally an explication of a reading passage</p>	<p>Comp. #22, 23 Comp. #21, 22 Comp. #19, 23 Comp. #23 Comp. #19 Comp. #19 Comp. #23 Comp. #20, 21</p> <p>Lit. #18 Lang. #1, 2 Lang. #3 Lit. #18</p>
--	--

<p>8] Listening for understanding and meaning 9] Listening to respond to the aural dimensions of literature 10] Listening to evaluate a speech</p>	<p>Lang. #2</p>
<p><i>Vocabulary skills</i> will emphasize advanced literary terms and literary analysis.</p>	<p>Lang. #4, Lit. #8</p>

Types of Assessment, Including Unit-End Assessments

(In many instances grading rubrics accompany assessments to provide students a clear outline of expectations.)

- Combination test (e.g., identification and passage analysis and essay)
- Multiple choice/objective quiz/test
- Short answer quiz/test
- Essay quiz/test
- Analytical paper
- Personal/creative writing
- Group writing assignment
- Group/individual teaching assignment
- Oral work (e.g., class participation, presentation, speech, recitation)
- Special project
- Senior speech
- College essay

Technology Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
1] Students will word process and properly format papers.	
2] Students will follow computer-use guidelines and the academic integrity policy stated in the Acton-Boxborough Regional High School Student Handbook.	
3] Students will see the value and the limitations of web sites offering literary assistance.	
4] Students will use and properly cite the internet for literary criticism.	

Materials and Resources

Primary texts for this level

<i>Angela's Ashes</i>	McCourt	(Family/Heritage)
<i>Antigone</i>	Sophocles	(Family)
<i>The Bluest Eye</i>	Morrison	(Self, Heritage)
<i>The Death of a Salesman</i>	Miller	(Family)
<i>Hamlet</i>	Shakespeare	(Self)
<i>The Joy Luck Club</i>	Tan	(Heritage)
<i>Oedipus Rex</i>	Sophocles	(Self)
<i>Siddhartha</i>	Hesse	(Self)
<i>Things Fall Apart</i>	Achebe	(Heritage)

Supplemental texts

<i>Antigone</i>	Anouilh	(Family)
<i>The Book of Job</i>		
<i>Dancing at Lughnasa</i>	Friel	(Family/Heritage)
<i>The Dubliners</i>	Joyce	(Family/Heritage)
<i>The Great Gatsby</i>	Fitzgerald	(Self)
<i>King Lear</i>	Shakespeare	(Family)

<i>Master Harold and the Boys</i>	Fugard	(Self)
<i>Oedipus at Colonus</i>	Sophocles	(Family)
<i>On the Road</i>	Kerouac	(Self)
<i>Othello</i>	Shakespeare	(Self]
<i>Our Town</i>	Wilder	(Community)
<i>The Princess Bride</i>	Goldman	(Community)
<i>Rosencrantz and Guildenstern Are Dead</i>	Stoppard	(Self)
<i>The Sun Also Rises</i>	Hemingway	(Self/Heritage)
<i>Waiting for Godot</i>	Beckett	(Self)
<i>Winesburg, Ohio</i>	Anderson	(Community)

Films (at least two of the following will be studied)

<i>City Lights</i>	(Heritage)
<i>Close to Eden</i>	(Heritage)
<i>Mrs. Dalloway</i>	(Self)
<i>Daughters of the Dust</i>	(Family/Heritage)
<i>The Four Hundred Blows</i>	(Self)
<i>The Graduate</i>	(Self)
<i>Milagro Beanfield War</i>	(Community/Heritage)
<i>Wild Strawberries</i>	(Self)