

ENGLISH DEPARTMENT

ENGLISH IV AE: COURSE #142

Contact Information

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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.

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

Credits Offered: Five

Prerequisites: Successful completion of English III or an approved equivalent

Background to the Curriculum

This course continues to evolve from the original English IV curriculum developed in 1990. The most recent revision, by teachers of seniors, was completed in 2010.

Core Topics/Concepts/Skills

English IV is formulated with the understanding that we are preparing seniors to pursue goals beyond high school. Therefore, the curriculum of both literature and film is organized around the following units, which allow students to begin to explore the roots of “self” – themselves and their place in the world.

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

- Consider the role of the family in the development of the individual.
- Explore the impact of heritage/culture on the family and the conflicts in familial relationships.
- Analyze differences among genres by looking at diction, imagery, structure and tone, considering what each writer wants the reader to take away from the work and how he or she achieves that purpose.
- Connect the experience of the family in the works we study to their own experiences.
- Deepen their understanding of the needs, expectations, and motivations of family members.

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 are 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>
<p>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.</p>	
<p>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.</p>	
<p>1] Understanding of plot, characters, and setting</p>	<p>Lit. #9, 12</p>
<p>2] Literal interpretations of events</p>	<p>Lit. #8</p>
<p>3] Understanding of theme</p>	<p>Lit. #11</p>
<p>4] Understanding of structure</p>	<p>Lit. #12, 13, 14, 17</p>
<p>5] Understanding of characteristics of different genres</p>	<p>Lit. #10</p>
<p>6] Observation of connections and patterns</p>	<p>Lit. #12</p>
<p>7] Observation of recurring character traits</p>	<p>Lit. #12</p>
<p>8] Observation of similarities and differences among characters</p>	<p>Lit. #12</p>
<p>9] Making of inferences about plot events, character, and theme</p>	<p>Lit. #12, 17</p>
<p>10] Interpretation of character</p>	<p>Lit. #12</p>
<p>11] Observation and understanding of cultural values</p>	<p>Lit. #9, 16</p>
<p>12] Interpretation of symbolic events</p>	<p>Lit. #12</p>
<p>13] Synthesis of concepts and patterns</p>	<p>Lit. #12</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><i>Vocabulary skills</i> will be developed through the generation of personal vocabulary lists.</p>	<p>Lang. #4</p>
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Types of Assessment, Including Unit-end Assessments

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

- Checked/graded homework
- Short answer quiz/test
- Multiple choice/objective quiz/test
- Essay quiz/test
- Group writing assignment
- Oral work (e.g., class participation, presentation, speech, recitation)
- Reading log
- Dramatic presentation
- Group/individual teaching assignment
- Special project
- Combination test (e.g., identification and passage analysis and essay)
- Analytical paper
- Personal/creative writing
- 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>
<p>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.</p>	

Materials and Resources

Required texts

Selections from <i>The Things They Carried</i>	O'Brien	Community
"The Lottery"	Jackson	Community
"A Jury of Her Peers"	Glaspell	Community
<i>The Visit</i>	Durenmatt	Community
<i>Siddhartha</i>	Hesse	Self
<i>Hamlet</i>	Shakespeare	Self
<i>The Great Gatsby</i>	Fitzgerald	Self
"Young Girl's Wish"	Tan	Family
"Mother Tongue"	Tan	Family
"Third and Final Continent"	Lahiri	Family
"My Mother's Garden"	Shonk	Family
Chapter One from <i>Dreams from My Father</i>	Obama	Family
<i>Death of a Salesman</i>	Miller	Family

Choose two of the following:

- Full text choice project that focuses on family and an aspect of culture/heritage
(Choosing from: *The Kite Runner*, *Interpreter of Maladies*, *The Namesake*, *Joy Luck Club*, *When I Was Puerto Rican*, *The Bookseller of Kabul*, *Things Fall Apart*, *Everything Is Illuminated*, *Kaffir Boy*)
- *The Color of Water*, James McBride
- *A River Runs Through It*, Norman Maclean

Supplemental texts

<i>Princess Bride</i>	Goldman	Community
"All Souls' Night"	MacDonald	Community
"Class Picture"	Wolff	Community
<i>Three Cups of Tea</i>	Mortenson & Relin	Community
<i>The Bell Jar</i>	Plath	Self

<i>Othello</i>	Shakespeare	Self
<i>One Day in the Life of Ivan Denisovitch</i>	Solzhenitzyn	Self
<i>The Color Purple</i>	Walker	Self
<i>Oedipus Rex</i>	Sophocles	Family
<i>King Lear</i>	Shakespeare	Family
“Ship in a Bottle” from <i>Olive Kitteridge</i>	Strout	Family
“Shooting Dad”	Vowell	Family
“Graduation”	Angelou	Family

Supplemental Films

<i>Milagro Beanfield War</i>	Community
<i>A Few Good Men</i>	Community
<i>Lars and the Real Girl</i>	Community
<i>The Graduate</i>	Self
<i>Stranger Than Fiction</i>	Self
<i>Death of a Salesman</i>	Family
<i>A River Runs Through It</i>	Family
<i>Monsoon Wedding</i>	Family
<i>Bend It Like Beckham</i>	Family

The following instructional methods may be employed in this course.

Teacher-centered activities

- Instruction/transmission of information and board notes
- Webbing or mapping to gather and organize information
- Correction/discussion of writings on overhead
- Question and answer in full-class discussion
- Solution to teacher-posed problems as individuals or small groups
- Completion of study sheets and homework questions

Student-centered activities

- Brainstorming
- Student generation of questions to consider
- Collaboration on solutions of problems
- Reflective or creative writings, shared with class
- Peer editing
- Projects and oral presentations