

## **ENGLISH DEPARTMENT**

## **ENGLISH IV AE: COURSE #142**

### **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](mailto: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 AE: COURSE #142**

**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 2005.

### **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

- 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 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**

<b><u>Learning objectives</u></b>	<b><u>Corresponding State Standards, where applicable</u></b>
<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><b>Reading skills</b> 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>	
<ol style="list-style-type: none"><li>1] Understanding of plot, characters, and setting</li><li>2] Literal interpretations of events</li><li>3] Understanding of theme</li><li>4] Understanding of structure</li><li>5] Understanding of characteristics of different genres</li><li>6] Observation of connections and patterns</li></ol>	<p>Lit. #9, 12 Lit. #8 Lit. #11 Lit. #12, 13, 14, 17 Lit. #10 Lit. #12</p>

<p>7] Observation of recurring character traits</p> <p>8] Observation of similarities and differences among characters</p> <p>9] Making of inferences about plot events, character, and theme</p> <p>10] Interpretation of character</p> <p>11] Observation and understanding of cultural values</p> <p>12] Interpretation of symbolic events</p> <p>13] Synthesis of concepts and patterns</p> <p>14] Analysis of the ways that style impacts theme and mood</p> <p>15] Evaluation of patterns in themes and style in different works</p> <p>16] Evaluation of varying critical interpretations or analytic techniques</p> <p>The <b>writing skills</b> 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</p> <p>2] Making meaningful revision based on peer and teacher feedback</p> <p>3] Generating a topic and narrowing it into a thesis statement</p> <p>4] Using well-written topic sentences that maintain the unity and coherence of the paper</p> <p>5] Developing a logical and cohesive argument from a thesis statement</p> <p>6] Choosing appropriate textual quotes to support an argument</p> <p>7] Writing conclusions that demonstrate emphasis and/or writer conviction</p> <p>8] Exhibiting a maturing style</p> <p>All students will write and deliver Senior Speeches.</p> <p>The <b>thinking skills</b> in this course will further develop the ability to apply the following to literature.</p> <p>1] Understanding and translation of knowledge into new context</p> <p>2] Identification of components and patterns</p> <p>3] Drawing conclusions and making generalizations</p> <p>4] Evaluating information and making choices based on reasoned argument</p>	<p>Lit. #12</p> <p>Lit. #12</p> <p>Lit. #12, 17</p> <p>Lit. #12</p> <p>Lit. #9, 16</p> <p>Lit. #12</p> <p>Lit. #12</p> <p>Lit. #15</p> <p>Comp. #22, 23</p> <p>Comp. #21, 22</p> <p>Comp. #19, 23</p> <p>Comp. #23</p> <p>Comp. #19</p> <p>Comp. #19</p> <p>Comp. #23</p> <p>Comp. #20, 21</p>
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<p><b>Speaking and listening skills</b> at this level provide opportunities for students to develop and refine the following communication skills.</p> <ol style="list-style-type: none"> <li>1] Reading aloud with understanding</li> <li>2] Participating in whole class and small group discussions</li> <li>3] Delivering a speech (and presentations) with attention to audience and purpose</li> <li>4] Presenting dramatic readings or interpretations</li> <li>5] Incorporating appropriate voice, mannerisms, attitude and body language when presenting or delivering a speech</li> <li>6] Interpreting a selection</li> <li>7] Presenting orally an explication of a reading passage</li> <li>8] Listening for understanding and meaning</li> <li>9] Listening to respond to the aural dimensions of literature</li> <li>10] Listening to evaluate a speech</li> </ol> <p><b>Vocabulary skills</b> will be developed through the generation of personal vocabulary lists.</p>	<p>Lang. #1, 2 Lang. #3 Lit. #18</p> <p>Lang. #2</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>
<ol style="list-style-type: none"> <li>1] Students will word process and properly format papers.</li> <li>2] Students will follow computer use guidelines and the academic integrity policy stated in the Acton-Boxborough Regional High School Student Handbook.</li> <li>3] Students will see the value and the limitations of web sites offering literary assistance.</li> <li>4] Students will use and properly cite the internet for literary criticism.</li> </ol>	

## Materials and Resources

### Required texts

<i>Death of a Salesman</i>	Miller	(Family)
<i>The Great Gatsby</i>	Fitzgerald	(Self)
<i>Hamlet</i>	Shakespeare	(Self)
<i>Ordinary People</i>	Guest	(book or film/Family)
<i>Siddhartha</i>	Hesse	(Self)
<i>The Visit</i>	Durenmatt	(Community)
“Young Girl’s Wish”	Tan	(Heritage)
“Black Men in Public Spaces”	Staples	(Heritage)
“Thank God for the Jews”	Tahiri	(Heritage)
“Mother Tongue”	Antin	(Heritage)
“Graduation”	Angelou	(Heritage)
“Third and Final Continent”	Lahiri	(Heritage)
“The Lottery”	Jackson	(Community)
“A Jury of Her Peers”	Glaspell	(Community)
“All Souls’ Night”	MacDonald	(Community)

Required films

<i>The Milagro Beanfield War</i>	(Community)
<i>Monsoon Wedding or Bend it Like Beckham</i>	(Heritage)

Supplemental texts (At least five of the following works are studied.)

<i>The Bell Jar</i>	Plath	(Self)
<i>The Bookseller of Kabul</i>	Seierstad	(Heritage)
<i>Black Rain</i>	Ibuse	(Heritage)
<i>The Color of Water</i>	McBride	(Heritage)
<i>The Color Purple</i>	Walker	(Heritage)
<i>The Grapes of Wrath</i>	Steinbeck	(Family)
<i>Interpreter of Maladies</i>	Lahiri	(Heritage)
<i>King Lear</i>	Shakespeare	(Family)
<i>The Kite Runner</i>	Hosseini	(Heritage)
<i>Nectar in a Sieve</i>	Markandaya	(Heritage/Family)
<i>Oedipus Rex</i>	Sophocles	(Family)
<i>Of Love and Shadows</i>	Allande	(Heritage)
<i>One Day in the Life of Ivan Denisovitch</i>	Solzhenitzyn	(Self)
<i>Othello</i>	Shakespeare	(Self)
<i>Princess Bride</i>	Goldman	(Community)
<i>Things Fall Apart</i>	Achebe	(Heritage)
<i>The Things They Carried</i>	O'Brien	(Self)
<i>Pawn of Prophecy</i>	Eddings	(Self)
<i>When I Was Puerto Rican</i>	Santiago	(Heritage)

Supplemental Films

<i>Avalon</i>	(Family/Heritage)
<i>City Lights</i>	(Heritage)
<i>Death of a Salesman</i>	(Family)

<i>Doing Time on Maple Drive</i>	(Family)
<i>El Norte</i>	(Heritage)
<i>Fisher King</i>	(Self)
<i>The Graduate</i>	(Self)
<i>Milagro Beanfield War</i>	(Community/Heritage)
<i>Mrs. Dalloway</i>	(Self)
<i>Razor's Edge</i>	(Self)
<i>Renaissance Man</i> [excerpts]	(Self)
<i>400 Blows</i>	(Self)

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