

ENGLISH DEPARTMENT

ENGLISH IV SP: COURSE #144

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

The curriculum for this course was developed over the summer of 2001 and aligned with other courses at the Standard Prep level. The creators were teachers of these courses, with input from a special educator and the department leader. The most recent development was over the summer of 2007 in an effort to align the course with the College Preparatory Class.

Core Topics/Concepts/Skills

Like other English IV courses, this course is organized around the four themes of Heritage, Community, Self and Family. Understanding the complex relationships among these four themes is central to the study in this course. Students will first consider Family and Heritage and from there move to a consideration of how the Community and Self are related to the broader themes. Through the study of literature, students will:

Unit: Heritage

- Develop the need for sensitivity to the history and assumptions of different cultures.
- Distinguish the importance of culture in defining the self.
- Define the cultural values that create one's heritage.

Unit: Community

- 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.
- Understand that community can be self-defined.
- Understand the role of family in the development the self.

Unit: Self

- Understand that decisions made affect not only the one making the decision, but also the people around him/her.
- Recognize the extent to which characters define themselves in the choices they make.
- Understand the importance of the individual as a member of a community.
- Recognize in literature the moment of self-awareness/epiphany.

Unit: Family

- Understand the dramatic possibilities in the shared experiences of family life.
- Develop sensitivity to the roles of family members.
- Distinguish between duty to self and responsibility to family.
- Understand the role of family in the development of the self.

The focus of this course is the deepening development of those language skills that students will need in order to succeed in school and in life. To this end, English IV at the SP level will build on and strengthen the language skills emphasized in previous grades: close critical reading, process-oriented writing, critical and creative thinking, articulate speaking and attentive listening, research skills and further development of vocabulary and mechanics.

In addition, the course will give opportunities for students to demonstrate understanding of literary connections and terms using representative works from a variety of genres.

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.	
<i>Reading skills</i> are listed by increasing level of difficulty, moving from the concrete skills of observing and recalling to the more abstract skill of interpreting. In general, academic level determines the starting point on the skills sequence. 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 characteristics of different genres	Lit. #10
5] Identification of particulars and patterns	Lit. #12
6] Recognition of recurring character traits	Lit. #12
7] Identification of similarities and differences among characters	Lit. #12
8] Making of inferences about plot events, character, and theme	Lit. #12, 17
9] Interpretation of character	Lit. #12
10] Observation of similarities and differences among characters	Lit. #12

<p>11] Interpretation of symbolic events 12] Observation and understanding of cultural values</p>	<p>Lit. #12 Lit. #9, 16</p>
<p>The writing skills at the Standard Prep level focus on writing as a means of communication. To become a more effective writer, the student will:</p> <ol style="list-style-type: none"> 1] Edit own and others' work to see that it meets the criteria of the assignment. 2] Revise based on feedback. 3] Write with purpose, focus and unity. 4] Form a controlling idea statement in response to teacher-directed prompt. 5] Write well-organized, fully developed paragraphs to support a controlling idea. 6] Write conclusions that bring closure to the paper but also demonstrate insight about the topic. 7] Write using complete and varied sentences with grammatical correctness. 8] Choose appropriate support for controlling idea 9] Use topic sentences that support the controlling idea 10] Write well-organized, developed paragraphs to support controlling idea 11] Write appropriately for an intended audience 	<p>Comp. #22 Comp. #21, 22 Comp. #19 Comp. #19 Lang. #5 Comp. #19 Comp. #19, 23 Comp. #23 Comp. #20</p>
<p>All students will write and deliver a senior speech.</p>	
<p>The thinking skills at the Standard Prep level will develop in students an understanding of and an ability to apply the following to literature and real life experiences.</p> <ol style="list-style-type: none"> 1] Identification and recall of information 2] Application of prior knowledge into new context 3] Identification of particulars and patterns 4] Drawing conclusions and making generalizations that demonstrate insight and reasoning 5] Evaluating information and making choices based on reasoned argument 	
<p>Speaking and listening skills at the Standard Prep level will provide opportunities for students to develop and practice the following communication skills.</p> <ol style="list-style-type: none"> 1] Reading aloud with understanding 2] Participating in whole-class and small-group discussions 3] Delivering a speech and/or presentation with attention to audience and purpose 4] Presenting a dramatic reading or interpretation 	<p>Lit. #18 Lang. #1, 2 Lang. #3 Lit. #18</p>

<p>5] Paying attention to voice, mannerisms, attitude and body language when presenting or delivering a speech</p> <p>6] Listening for understanding and meaning</p> <p>7] Listening to appreciate literature</p> <p>8] Listening to evaluate a speech</p> <p><i>Vocabulary skills</i> will be developed through the use of sequential materials from 9th – 12th grade context clues to arrive at definitions and through the generation of personal vocabulary lists.</p>	<p>Lang. #4, Lit. #8</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.)

- Objective quiz/test
- Checked homework
- Essay quiz/test
- Literature-based paper
- Personal/creative writing
- Paired writing assignment
- Oral work (e.g., class participation, presentation, speech, recitation)
- Special project
- Senior Speech
- College
- Research paper/project

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.</p> <p>2] Students will follow computer use guidelines and the academic integrity policy stated in the Acton-Boxborough Regional High School Student Handbook.</p> <p>3] Students will see the value and the limitations of web sites offering literary assistance.</p> <p>4] Students will use and properly cite the internet for literary criticism.</p>	

Materials and Resources

Heritage Unit

Required

- *Night* by Elie Wiesel
- *Godless* by Pete Hautman
- “Becoming American” by Vern Rutsala

Community Unit

Required

- Excerpts from *The Things They Carried* by Tim O’Brien
 - ~ “The Things They Carried”
 - ~ “How to Tell a True War Story”
 - ~ “The Sweetheart of the Song Tra Bong”
 - ~ “On the Rainy River”
- *Voices from Vietnam* by Barry Denenberg
- *Born Blue* by Han Nolan

Self Unit

Required

- Excerpts from *Hamlet* by William Shakespeare
- *Lisa, Bright and Dark* by John Neufeld
- *A Hole in My Life* by Jack Gantos

Family Unit

Required

- *All My Sons* by Arthur Miller
- *Inexcusable* by Chris Lynch

Supplemental

- “Aria” by Richard Rodriguez
- “Whose Voice Is It Anyway?” by Victor Villanueva, Jr.
- *Persepolis* by Marjane Satrapi
- *Schindler’s List* (film)

Supplemental

- *The Sorrow of War* by Bao Ninh
- *In Country* by Bobbie Ann Mason
- *Platoon* (film)
- *The Milagro Beanfield War* (film)

Supplemental

- *In These Girls, Hope Is a Muscle* by Madeline Blais
- *The Color of Water* by James McBride
- *Say Anything* (film)

Supplemental

- *My Old Man and the Sea* by David and Daniel Hays
- *Ordinary People* (film)
- *A River Runs Through It* (film)

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
- Question and answer in full-class discussion
- Solution of teacher-posed problems as individual or in small groups
- Completion of study sheets and homework questions

Student-centered activities

- Brainstorming
- Student generation of questions to consider
- Collaboration on solutions of problems
- Division of tasks by group; sharing of information
- Reflective or creative writings, shared with class
- Projects and oral presentations
- Individual investigation/research

Student mentors may assist the teacher in delivering curriculum through these activities.