

ENGLISH DEPARTMENT

ENGLISH IV SP: COURSE #144

Contact Information

Dianne Telicki
Regional Department Leader, English
Acton-Boxborough Regional High School
36 Charter Road
Acton, MA 01720
Telephone: (978) 264-4700, x3477
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.

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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 course was revised over the summer of 2007 in an effort to align the course with the College Preparatory Class. In addition, texts have been added and removed since 2007 in an effort to include more engaging texts.

Core Topics/Concepts/Skills

Like other English IV courses, this course is organized around the three themes of Community, Self and Family. Understanding the complex relationships among these three themes is central to the study in this course. Students will first consider Community and then move to Family and Self; each theme is studied in relation to that theme's overarching questions as well as any previously studied themes. Through the study of literature, students will:

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 responsibilities of the community to the individual and the individual to the community.

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, 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.	
Reading skills 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

<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 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.</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

Community Unit

Required

- Excerpts from *The Things They Carried*, by Tim O'Brien
 - ~ "Good Form"
 - ~ "In the Field"
 - ~ "Field Trip"
- "The Lottery," by Shirley Jackson
- "A Jury of Her Peers," by Susan Glaspell
- "Shame," by Dick Gregory
- "Black Men & Public Space," by Brent Staples
- *Lars and the Real Girl* (film)

Family Unit

Required

- *All My Sons*, by Arthur Miller
- *My Sister's Keeper*, by Jodi Picoult

Self Unit

Required

- Excerpts from *Hamlet*, by William Shakespeare
- *Hamlet* (film)
- *Crashing Through*, by Robert Kurson
- *Tuesdays With Morrie*, by Mitch Albom

Supplemental

- Excerpts from *The Things They Carried*, by Tim O'Brien
 - ~ "The Things They Carried"
 - ~ "On the Rainy River"
 - ~ "Speaking of Courage"
 - ~ "Notes"
- "All Souls' Night," by Michael Patrick Macdonald
- Community focused choice book
- Selections from *Crash* (film)
- *The Milagro Beanfield War* (film)

Supplemental

- Family-focused choice book
- "I Stand Here Ironing," by Tillie Olsen
- *Ordinary People*, by Judith Guest
- *Ordinary People* (film)

Supplemental

- "The Promised Land," by Mary Antin
- "Becoming American," by Vern Rutsala
- Self-focused choice book
- *Say Anything* (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.