

ENGLISH IV CC 2008

COURSE DESCRIPTION:

This course represents a partnership with Sussex County College and enables students to accumulate six transferable college credits upon successful completion of both semesters and the payment of tuition at a predetermined discount rate to Sussex County College. All of the course requirements must be met in order to receive appropriate credit.

This course focuses on the development of English literature in order to understand our philosophical and intellectual literary history. Writing is approached from a workshop model and is assigned on a consistent and regular basis. Students are expected to complete writing portfolios. Formal research is required.

CORE CURRICULUM CONTENT STANDARDS:

STANDARD 3.1 (READING) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

STANDARD 3.2 (WRITING) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.3 (SPEAKING) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.4 (LISTENING) All students will listen actively for information from a variety of sources in a variety of situations.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) All students will access, view, evaluate and respond to print, non-print, and electronic texts and resources.

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) All students will use computer applications to gather and organize information and to solve problems.

STANDARD 3.1 (READING)

CUMULATIVE PROGRESS INDICATORS

Strand D: Fluency

Students will:

1. Read developmentally appropriate materials (at an independent level) with accuracy and speed.
2. Use appropriate rhythm, flow, meter, and pronunciation when reading.
3. Read a variety of genres and types of text with fluency and comprehension.

Strand E: Reading Strategies (before, during, and after reading)

Students will:

1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.
2. Practice visualizing techniques before, during, and after reading to aid in comprehension.
3. Judge the most effective graphic organizers to use with various text types for

memory retention and monitoring comprehension.

Strand F: Vocabulary and Concept Development

Students will:

1. Use knowledge of word origins and word relationships, as well as historical and literary context to determine the meanings of specialized vocabulary.
2. Use knowledge of root words to understand new words.
3. Apply reading vocabulary in different content areas.

Strand G: Comprehension Skills and Response to Text

Students will:

1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.
2. Understand the study of literature and theories of literary criticism.
3. Understand that our literary heritage is marked by distinct literary movements and is part of a greater literary tradition.
4. Compare and evaluate the relationship between past literary traditions and contemporary writing.
5. Analyze how works of a given period reflect historical and social events and conditions.
6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effects on meaning.
7. Interpret how literary devices affect reading emotions and understanding.
8. Analyze and evaluate the appropriateness of diction and figurative language.
9. Distinguish between essential and nonessential information, identifying the use of proper reference and propaganda techniques where present.
10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
11. Analyze how author's use of words creates tone and mood and how choice of words advances theme or purpose of the work.
12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, etc.
13. Read, comprehend, and be able to follow information gained from technical and instructional material (e.g., how to books, computer manuals, instructional manuals.)

Strand H: Inquiry and Research

Students will:

1. Select appropriate electronic media for research and evaluate the quality of the information researched.
3. Develop increased ability to critically select works to support a research topic.
4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals) about one issue or topic, or books by a single author and produce evidence of reading.
5. Apply information gained from several sources or books on a single topic or by a single author to prove an argument, draw conclusions, or advance a position.
6. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences and the extent to which they anticipate and address reader concerns.

STANDARD 3.2 WRITING CUMULATIVE PROGRESS INDICATORS

Strand A: Writing as a Process

Students will:

1. Engage in the full writing process by writing daily and for sustained amounts of time.
2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.
3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.
4. Review and edit work for spelling, usage, clarity, and fluency.
5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
6. Use a scoring rubric to evaluate and improve own writing and writing of others.
7. Reflect on own writing and establish goals for growth and improvement.

Strand B: Writing as a Product

Students will:

1. Analyze characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
2. Critique published works for authenticity and credibility.
3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.
4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.
6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.
7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews discourse, electronic sources, etc.
8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.
9. Provide compelling openings and strong closure to written pieces.
10. Employ relevant graphics to support a central idea (e.g. charts, graphic organizers, pictures, computer-generated presentation).
11. Use the responses of others to review content, organization, and usage for publication.
12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

Strand C: Mechanics, Spelling, and Handwriting

Students will:

1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling.)

2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.
3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
4. Use transition words to reinforce a logical progression of ideas.
5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.
6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.
7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
8. Write legibly in manuscript or cursive to meet district standards.

Strand D: Writing Forms, Audiences, and Purposes (exploring a variety of forms)

Students will:

1. Employ the most effective writing formats and strategies for the purpose and audience.
2. Demonstrate command of a variety of writing genres, such as:
 - Persuasive essay
 - Personal narrative
 - Research report
 - Literary research paper
 - Descriptive essay
 - Critique
 - Response to literature
 - Parody of a particular narrative style (fable, myth, short story, etc.)
 - Poetry
3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements and literary merit and produce an interpretation of overall effectiveness.
4. Apply all copyright laws to information used in written work.
5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.
6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications.
7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

STANDARD 3.3 (SPEAKING)

CUMULATIVE PROGRESS INDICATORS

Strand A: Discussion

Students will:

1. Support a position integrating multiple perspectives.
2. Support, modify, or refute a position in small or large-group discussions.
3. Assume leadership roles in student-directed discussions, projects, and forums.
4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

Strand B: Questioning (Inquiry) and Contributing

Students will:

1. Ask prepared and follow-up questions in interviews and other discussions.
2. Extend peer contributions by elaboration and illustration.
3. Analyze, evaluate, and modify group processes.
4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
5. Question critically the position or viewpoint of an author.
6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.
7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., puns, parallelism, allusion, alliteration).

Strand C: Word Choice

Students will:

1. Modulate tone and clarify thoughts through word choice.
2. Improve word choice by focusing on rhetorical devices (e.g. puns, parallelism, allusion, alliteration).

Strand D: Oral Presentation

Students will:

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression).
2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words.)
3. Demonstrate effective delivery strategies (e.g. eye contact, body language, volume, intonation, and articulation) when speaking.
4. Edit drafts of speeches independently and in peer discussions.
5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation.
6. Use a rubric to self-assess and improve oral presentations.

STANDARD 3.4 (LISTENING)

CUMULATIVE PROGRESS INDICATORS

Strand A: Active Listening

Students will:

1. Explore and reflect on ideas while hearing and focusing attentively.
2. Listen skillfully to distinguish emotive and persuasive rhetoric.
3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

Strand B: Listening Comprehension

Students will:

1. Listen to summarize, make judgments, and evaluate.
2. Evaluate the credibility of a speaker.
3. Determine when propaganda and argument are used in oral forms.
4. Listen and respond appropriately to a debate.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

CUMULATIVE PROGRESS INDICATORS

Strand A: Constructing meaning from Media

Students will:

1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
2. Identify and evaluate how a media product expresses the values of the culture that produced it.
3. Identify and select media forms appropriate for the viewer's purpose.

Strand B. Visual and Verbal Messages

Students will:

1. Analyze media for stereotyping (e.g., gender, ethnicity).
2. Compare and contrast three or more media sources.

Strand C: Living with Media

Students will:

1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture.
2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY)

CUMULATIVE PROGRESS INDICATORS

Strand A. Basic Computer Skills and Tools

Students will:

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
5. Produce a multimedia project using text, graphics, moving images, and sound.
9. Merge information from one document to another.

Strand B. Application of Productivity Tools

Information Access and Research

Students will:

6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

Problem-Solving and Decision Making

12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

3.1 (READING)

1. Read novels, plays, poetry, criticism from a variety of English literature sources with fluency and comprehension.

2. Use appropriate rhythm, flow, meter, and pronunciation when reading.
3. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
4. Identify the theme or deeper meaning of texts.
5. Understand the study of literature and theories of literary criticism in relation to different literary periods or movements.
6. Analyze how works of a given period reflect historical and social events and conditions.
7. Interpret how literary devices affect reading emotions and understanding.
8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).
9. Read and discuss persuasive texts.
10. Understand the difference between denotation and connotation and how connotation affect tone and meaning.
11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
12. Use appropriate web sites for researching literary genres, periods and individual authors.
13. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.
14. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.

3.2 (WRITING)

1. Produce essays, creative writing or reader response on a regular basis.
2. Demonstrate an understanding of process writing (prewriting, drafting, revising and editing).
3. Analyze and demonstrate mastery of logical organization and elaboration.
4. Use transition words to reinforce a logical progression of ideas.
5. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
6. Demonstrate an understanding of syntactical focus and variety to enhance reader enjoyment and comprehension of the text.
7. Demonstrate a command of persuasive techniques such as emotional and intellectual appeal, appropriate diction and use of description, illustration and example.
8. Keep a reading journal for all major works.
9. Demonstrate mature, articulate and appropriate diction and style.
10. Apply rubrics to improve essays.
11. Keep a writing folder in class.
12. Learn to improve essays from peer review and study of selected student-produced writing.
13. Demonstrate an ability to employ the most effective writing formats and strategies for the purpose and audience.
14. Learn the difference between academic and creative writing.

15. Demonstrate command of a variety of writing genres, such as poetry, analytical essays, personal narrative, short story, imitation or parody of an author's style.
16. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
17. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.
18. Develop a "voice" that is distinctly yours and which supports the reader's understanding of your deeper meaning.
19. Produce a "Writing Portfolio" drawn from previous best work that reflects performance in a variety of genres.

3.3 (SPEAKING)

1. Participate in class discussion of authors, literary works and literary periods.
2. Share ideas with peers in collaborative learning opportunities.
3. Participate in individual and group teaching opportunities.
4. Support a position integrating multiple perspectives.
5. Assume leadership roles in student-directed discussions, projects, and forums.
6. Evaluate tentative conclusions and take the initiative in moving discussions to the next stage.
7. Ask prepared and follow-up questions in interviews and other discussions.
8. Extend peer contributions by elaboration and illustration.
9. Read aloud from personal writing, literary works, and critical literature.
10. Critically support the position or viewpoint of authors.
11. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
12. Practice clarity of speech and meaning in oral presentations.
13. Modulate tone and clarify ideas through word choice and tone of voice.
14. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.
15. Demonstrate rhetorical devices in oral presentations.

3.4 (LISTENING)

1. Demonstrate the ability to listen for information.
2. Explore and reflect on ideas while hearing and focusing attentively.
3. Listen skillfully to distinguish emotive and persuasive rhetoric.
4. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection or discussion of an author's stylistic techniques.
5. Listen to summarize, make judgments, and evaluate.
6. Evaluate the credibility of a speaker.
7. Determine a speaker's attitude or tone during an oral presentation or reading.
8. Listen and respond appropriately to literary debate.

3.5 (VIEWING AND MEDIA LITERACY)

1. Demonstrate attention and focus when viewing films, overheads and other visual media.

2. Respond to teacher questions or class discussion based on audio/video media.

8.1 (COMPUTER AND INFORMATION LITERACY)

1. Create multi-page documents using word-processing software and other tools that demonstrate the ability to format, edit and print.
2. Produce a multimedia project such as PowerPoint, pod-casting, I-movie, or electronic publication.
3. Merge information from a variety of electronic documents such as websites, word processing software, electronic art and photos.
4. Use specialized databases for research (EBSCO, Wikipedia, etc.).
5. Compose and send documents via e-mail attachments.
6. Work with peers and use electronic media to produce multimedia projects.

INSTRUCTIONAL STRATEGIES:

Lectures
Class discussions
Individual and group work
Individual and group projects or presentations
On-line and hard-copy research
Reading
Oral and media presentations
Writing
Think-pair-share
KWL
Problem solving
Reflective thinking and oral or written response
Cooperative learning activities
Peer review
Rubrics

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be evaluated according to multiple indicators such as:

Tests
Quizzes
Essays
Creative Responses
Evidence of Process Writing
Writing Folders
Reading Journals
Participation in class discussions and activities
Individual and group presentations
Teacher observation
Projects

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

RESOURCES/BIBLIOGRAPHY: Revised 9/09

Novels, plays and poetry drawn from British literature appropriate for Grade 11 English Language Arts, including but not limited to such works as

Anthology:

Adventures in World Literature

Poetry Out Loud Anthology

Paperbacks:

Thomas C. Foster's How to Read Literature Like a Professor

Novels and poetry draw from British, American and World literature appropriate for

Grade 12 English Language Arts, as well as Sussex Community Freshman English.

The Alchemist—Paulo Coelho

Antigone-- Sophocles

Beloved—Toni Morrison

Brave New World—Aldous Huxley

Catch 22—Joseph Heller

Cat's Cradle—Kurt Vonnegut

Crime and Punishment—Fyodor Dostoevsky

Cyrano de Bergerac—Edmond Rostand

The Dubliners –James Joyce

Hamlet—William Shakespeare

The Handmaid's Tale—Margaret Atwood

Jude the Obscure—John Hardy

Metamorphosis—Franz Kafka

1984—George Orwell

One Flew Over the Cuckoo's Nest—Ken Kesey

Pride and Prejudice—Jane Austen

Reading Lolita in Tehran—Azar Nafisi
Rebecca—Daphne Du Maurier
The Screwtape Letters—C. S. Lewis
Their Eyes Were Watching God—Zora Neale Hurston

The Iliad-Homer

The Strange—Albert Camus