

**ENGLISH 4 -
2006**

COURSE DESCRIPTION: World literature is the focus for the reading in this course. The literature is approached from a thematic vantage point, and include such topics as Tragic Hero, Satire, Alienation, Universal Meaning. Literary and Philosophical traditions are studied in an integrated approach. Writing is addressed from a process point of view and is assigned on a regular basis. Formal research is required.

CORE CURRICULUM CONTENT STANDARDS:

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.

3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

CUMULATIVE PROGRESS INDICATORS:

STANDARD 3.1 (READING)

A. Concepts about Print/Text

No additional indicators at this grade level.

B. Phonological Awareness

No additional indicators at this grade level.

C. Decoding and Word Recognition

No additional indicators at this grade level.

D. Fluency

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.

E. Reading Strategies (before, during, and after reading)

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.

F. Vocabulary and Concept Development

1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, 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.

G. Comprehension Skills and Response to Text

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 global 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 effect on meaning.
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. Distinguish between essential and nonessential information, identifying the use of proper references 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 an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts.
13. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, or instructional manuals).

H. Inquiry and Research

1. Select appropriate electronic media for research and evaluate the quality of the information received.
2. Develop materials for a portfolio that reflect a specific career choice.
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 or in one genre, and produce evidence of reading.
5. 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.
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)

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

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 the writing of others.
7. Reflect on own writing and establish goals for growth and improvement.

B. Writing as a Product (resulting in a formal product or publication)

1. Analyzing 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 (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).
5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
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, such as periodicals, interviews, discourse, and electronic media.
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.

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and 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.

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

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)
 - 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)

A. Discussion

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.

B. Questioning (Inquiry) and Contributing

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., explore a question and consider perspectives).

C. Word Choice

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

D. Oral Presentation

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).
2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).
3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, 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 (e.g., summarizing, restating, adding illustrations/details).
6. Use a rubric to self-assess and improve oral presentations.

STANDARD 3.4 (LISTENING)

A. Active Listening

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.

B. Listening Comprehension

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)

A. Constructing Meaning from Media

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.

B. Visual and Verbal Messages

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

C. Living with Media

1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).
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.

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 and World 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. 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.
10. Use appropriate web sites for researching literary genres, periods and individual authors.
11. 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.
12. 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 subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
5. Use transition words to reinforce a logical progression of ideas.
6. Keep a reading journal for all major works.
7. Demonstrate mature, articulate and appropriate diction and style.
8. Apply rubrics to improve essays.
9. Keep a writing folder in class.
10. Learn to improve essays from peer review and study of selected student-produced writing.
11. Demonstrate an ability to employ the most effective writing formats and strategies for the purpose and audience.
12. 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.
13. 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.
14. Develop a "voice" that is distinctly yours and which supports the reader's understanding of your deeper meaning.

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)

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

INSTRUCTIONAL STRATEGIES:

Lectures
Class discussions
Individual and group teaching projects
Research
Reading
Oral presentations
Writing
Think-pair-share
Cooperative learning
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 (see attached).

RESOURCES/BIBLIOGRAPHY:

Novels and poetry drawn from British, American and World literature appropriate for Grade 12 English Language Arts, including but not limited to such works as *Adventures in World Literature* (anthology), *Gilgamesh*, *The Iliad*, *Antigone*, *The Stranger*, *Cyrano de Bergerac*, *Hamlet*, *One Flew Over the Cuckoo's Nest*, etc.

Composition materials such as Warner's *English Composition Handbook* and teacher lectures and handouts.

Teacher-designed rubrics, literary analysis charts, story maps, etc.

Technology (Internet resources, CD ROMs, videos, DVDs, audio tapes and CDs, etc.

NJ Language Arts Core Curriculum Standards