

Course Title: HIGH SCHOOL ENGLISH- LANGUAGE ARTS IVB	Course Description
<p>Course No. 4108 Grade level: 12</p> <p>Text and Resource Options: A. <i>Language of Literature, British Literature</i>, Part II; McDougal Littell B. <i>The Fellowship of the Ring</i>; J.R.R. Tolkien C. <i>Vocabulary Workshop Level D</i>, Part II; Sadlier-Oxford</p>	<p>Course Duration: *One Semester</p> <p>Credit Value: 1 - 5</p>
<p align="center">Course Content: Key Grade 11/12 Content Standards and Course Objectives</p>	
<ol style="list-style-type: none"> Word Analysis, Fluency, and Systematic Vocabulary: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology (1.2), discern the meaning and relationship between pairs of words encountered in analogical statements (1.3). Reading Comprehension: Analyze both the features and rhetorical devices of different types of public documents and how authors use these features and devices (2.1), analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text (2.3), analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject (2.5), critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns (2.6). Literary Response and Analysis: Analyze characteristics of sub-genres that are used in basic genres (3.1), analyze how the theme or meaning of a selection represents a view or comment on life (3.2), analyze how irony, tone, mood, style, and sound of language are used to achieve specific rhetorical and/or aesthetic purposes (3.3), analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions (3.4), analyze recognized works of American literature representing a variety of genres and traditions (3.5), analyze recognized works of world literature from a variety of authors (3.7). Writing Strategies: Demonstrate understanding of the elements of discourse when completing narrative, expository, persuasive, informational, or descriptive writing assignments (1.1), use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes (1.2), structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples (1.3), integrate databases, graphics, and spreadsheets into word-processed documents (1.8), revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience and genre (1.9). Writing Applications: Write fictional, autobiographical, and/or biographical narratives (2.1), write responses to literature (2.2), write reflective compositions (2.3), write historical investigation reports (2.4), write job applications and resumes (2.5), deliver multimedia presentations (2.6), (see 11/12 standards for specific requirements). Written and Oral English Language Conventions: Demonstrate control of grammar, paragraph, and sentence structure, diction and usage (1.1), reflect appropriate manuscript requirements in writing (1.3). 	<p>The objectives of this course are aligned with the Grade 11/12 English-language Arts Standards.</p> <p>This literature-based curriculum will integrate written and oral language skills, reading comprehension, and literary analysis using various literary genres based on world and American literature. The focus of writing and grammar assignments will be based on the individual needs of the students as determined by the teacher.</p> <p>*Open entry/exit</p>
	<p align="center">Key Grade 11/12 Content Standards and Course Objectives (cont).</p>
	<ol style="list-style-type: none"> Listening and Speaking: Recognize strategies used by media to inform, persuade, entertain, and transmit culture (1.1), analyze the impact of media on the democratic process (1.2), use effective and interesting language in the delivery of oral communication (1.8), analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (1.14), deliver oral reports on historical investigations (2.2), deliver oral responses to literature (2.3), deliver multimedia presentations (2.4). (See 11/12 standards for specific requirements).
<p align="center">Methods of Study</p> <ol style="list-style-type: none"> Students will complete all activities assigned. Students will participate in discussion with other class members and/or teacher. 	<p align="center">Evaluation of Performance Standards</p> <ol style="list-style-type: none"> Students will complete all assignments with a minimum of 70% accuracy. The supervising teacher will be satisfied with the quality of the student’s work. The student must receive a minimum score of 70% on a teacher assigned final evaluation. Letter grade contracts are optional and require a higher level of performance.

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Course Outline: 4108

I. Textbook Assignment Options:

A. *The Language of Literature, British Literature, Part II*; McDougal-Littell (**5.0 credits**)

- Units 4-7: read the following 20 selections in the order listed (including the “Pre-reading” sections):

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| a. “Poems by William Blake/Songs of Experience” | k. “1996” |
| b. “The Lotus-Blossom Cowers” | l. “The Rising of the Moon” |
| c. “A Warning Against Passion” | m. “The Rocking Horse” |
| d. “Christmas Storms and Sunshine” | n. “Araby” |
| e. “The King is Dead, Long Live the King” | o. “A Cup of Tea” |
| f. “Purun Bhagat” | p. “The Duchess and the Jeweler” |
| g. “What Men Live By” | q. “from Testament of Youth” |
| h. “Dover Beach/To Marguerite” | r. “from The Speeches,” “Winston Churchill”/ “To My Mother” |
| i. “The Man He Killed”/ “Ah, Are you Digging My Grave?”/ “Convergence of the Twain” | s. “At the Pitt – Rivers” |
| j. “When I Was One and Twenty”/ “To an Athlete Dying Young” | t. “The Distant Past” |

- Complete **all** of the following for **each** of the 20 selections:
 - a. “Connect to Literature”
 - b. “Think Critically”
 - c. “Extend Interpretations”
 - d. “Vocabulary In Action,” if listed
 - e. “Grammar in Context,” if listed
- From the 20 selections above, choose **two** of the “Choices & Challenges” activities as follows:
 - a. One technology activity.
 - b. One “Writing Options” activity. Use Writing Rubric N HS, Exp. HS, or P HS.

B. *The Fellowship of the Ring*; J.R.R. Tolkien (**4.0 credits**)

- Read the novel.
- Complete the comprehension questions.
- Complete one of the Extension Activities listed below for *Fellowship of the Ring*.

C. *Vocabulary Workshop, Level D, Part II*; Sadlier-Oxford (**1.0 credit**)

- Units 7-9: Complete all activities and exercises.

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II. Extension Activity Options

Fellowship of the Ring (select 1)

1. Think of the various uses of symbolism in *Fellowship of the Ring*. Select three symbolic forms and write a one-page essay discussing what each one represents and its relevance to the overall theme of the novel. Use Writing Rubric Exp. HS.
2. How would you describe the hobbits' way of life and behavior? How are they different from us, and how are they similar? Write a one-page essay that compares and contrasts hobbits and humans. Use Writing Rubric Exp. III.
3. Use the Internet to research the life of J.R.R. Tolkien. Write a one-page biography or create a 10-slide PowerPoint presentation based upon your research. For an essay, use Writing Rubric Exp. III.
4. Teacher generated activity, approved by the site administrator.

III. Evaluation

- See your teacher for a unit test, or final course evaluation.
- All writing assignments must meet the proficient level of the writing rubric provided by the teacher.
- All textbook work must meet the 70% accuracy level.