



School District of Marshfield

Course Syllabus

Course Name: English IV Contemporary Literature & Media

Length of Course: Year

Credits: 1 Credit

Course Description:

This course is designed for high school seniors entering college, technical college, or the workforce after high school. Students will assess and analyze a variety of material, including novels, plays, poetry, essays, short stories, articles, and films. Emphasis will be placed on evidence-based writing and critical thinking skills utilized during analysis. Students can expect to read, write, and develop skills that are directly applicable to life after high school. This course would be the equivalent of a senior regulars English course, geared towards preparing students in the areas of reading, writing, speaking, listening, teaming for English courses required at a technical/two year school or for students going directly into the work force.

Learning Targets:

- Become aware of multiple perspectives and the importance of viewing the world from different points of view
- Successfully compose coherent, logical, and evidence-based writings
- Appreciate the power of the written word
- Think critically when reading, writing, and decision making
- Assess and reflect on progress as an individual student and person
- Articulate individual goals and steps for success
- Apply English skills to real world situations
- Become involved in the community and service to others
- Develop and promote respect and communication among all humanity
- Form individual opinion based on evidence and participate in class discussions
- Comprehend literature and non-fiction of varying complexity and subjects
- Draw inferences from a range of sources, including text and film

Topic/Content Outline-Units and Themes:

1. Identity (5 weeks)

Unit Targets:

- A. Develop a personal memoir stating core belief
- B. Analyze rhetorical strategies used by essayists, including organizational structure, development of ideas, connections, and assess the effectiveness of the argument
- C. Assess what components make up an individual (self, characters)

- D. Articulate goals for the year (personal and academic) with timeline for success

College Readiness Standards

- A. Understand the function of a part of a passage when the function is subtle and complex
- B. Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage
- C. Understand and generalize about portions of a complex literary narrative
- D. Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay
- E. Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole

Guiding Questions

- A. What makes you who you are?
- B. What influences individuals?
- C. How is identity shaped?
- D. To what extent does society influence individuals?

Writing

- A. "This I Believe" essay: submit online
- B. Life and this year goals with timeline of success

Reading

- A. *Perk of Being a Wallflower*, Steven Chborsky, novel (213 pages, 720L)
- B. Essays from *This I Believe*
 - 1. "Be Cool to the Pizza Dude"
 - 2. "The Fellowship of the World"
 - 3. "A Journey Towards Acceptance and Love"
- C. "Your Name" Raymond A. Foss, poem
- D. "Against Scoffing and Calling Names" Isaac Watt, poem
- E. "A Boy Named Sue" Shel Silverstein, poem

2. Honor (5 weeks)

Unit Targets

- A. Understand, identify, and assess the use of irony in literature
- B. Construct specific, clear thesis statements
- C. Argue and support a side of an issue
- D. Analyze the impact of the author's choice regarding development of elements

College Readiness Standards

- A. Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay
- B. Order sequence of events in complex passages
- C. Understand implied, subtle, or complex cause-effect relationships in virtually any passage

- D. Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage
- E. Locate and interpret details in complex passages

Guiding Questions

- A. What does it mean to be honorable?
- B. What prevents individuals from being honorable all the time?
- C. How is being honorable praised and criticized?
- D. Why is it important to have honor?
- E. What are the different types of honor?

Writing

- A. Reader's Journal (ongoing)
- B. Formal typed essay: literary analysis
- C. Honor project

Reading

- A. *Oedipus Rex*, Sophocles, play (620L)
- B. "Definition of Tragedy", *Poetics*, Aristotle, essay excerpt
- C. "The Charge of the Light Brigade," Alfred, Lord Tennyson, poem
- D. "A Retrieved Reformation" O. Henry, short story
- E. "A Matter of Honor" M. Stanley Bubien, short story
- F. *300*, film, 117 min, R

3. Morality/Ethics (7 weeks)

Unit Targets

- A. Consider and evaluate perspectives from other cultures
- B. Read, comprehend, and interpret difficult texts
- C. Compare and contrast various interpretations about the same idea
- D. Compose and express personal opinions in clear writing

College Readiness Standards

- A. Identify clear main ideas or purposes of complex passages or their paragraphs
- B. Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage
- C. Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay
- D. Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses

Guiding Questions

- A. How does one determine what's moral? (right and wrong)
- B. What makes a person moral?
- C. What happens when people don't agree on the same definition of morality?
- D. Is morality the same in all cultures? Why is that important?

Writing

- A. Journal with own prompts and responses
- B. Book review of the novel
- C. Rhetorical analysis of nonfiction article
- D. Morality chart and paragraph assessment

Reading

- A. "Remembering All the Boys" *This I Believe*, essay
- B. *Bleachers*, John Grisham, 229 pages
- C. "The Social System and Morality of Islam", M. Cherif Bassiouni, article
- D. *Pay it Forward*, film, 123 min, PG-13

4. Life Skills (2 weeks)

Unit Targets

- A. Write in a clear, concise manner in a variety of forms used in the professional world
- B. Write for a specific audience
- C. Use appropriate evidence to support argument and self-analysis
- D. Read and assess nonfiction as a model
- E. Demonstrate mastery of grammatical concepts in writing
- F. Assume a professional demeanor while interacting via writing and in person

College Readiness Standards

- A. Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas
- B. Ensure a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb
- C. Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses
- D. Identify clear main ideas or purpose of complex passages or their paragraphs

Guiding Questions

- A. What skills are necessary for success at the college and professional levels?
- B. How will you raise your skills to that level?
- C. What constitutes being a professional in writing and interacting with others?
- D. How does your code of conduct affect other's opinions of you?
- E. How can you highlight your best qualities when being assessed?

Writing

- A. Updated resume
- B. Memo/profession email writing
- C. Cover letter
- D. College scholarships

- E. Interview preparation
- F. In-class essay: assessment and reflection of goals using specific evidence

Reading

- A. "College is a Waste of Time and Money" Caroline Bird, *Norton Reader* 13 ed, essay
- B. Interview tips
- C. Study/test taking tips
- D. "7 Things Graduating Seniors Should Know About College" *The New York Times*, article
- E. "Transition Out of High School Facts," article
- F. Resume writing tips

5. Tolerance (6 weeks)

Unit Targets

- A. Determine the tone and mood of a piece of writing
- B. Analyze the role of symbolism in literature and film
- C. Use evidence to compose a persuasive, logical, coherent essay
- D. Integrate multiple sources and different mediums to address a question
- E. Determine the central theme of a piece of writing and analyze its development over the course of the text

College Readiness Standards

- A. Understand the subtleties in relationships between people, ideas, and so on in virtually any passage
- B. Understand implied, subtle, or complex cause-effect relationships in virtually any passage
- C. Draw complex or subtle generalizations and conclusions about people, ideas, and do on, often by synthesizing information from different portions of the passage
- F. Identify clear main ideas or purposes of complex passages or their paragraphs

Guiding Questions

- A. Why is it important to be tolerant?
- B. What sparks intolerance? What happens when intolerance is allowed to flourish?
- C. How can you promote tolerance?

Writing

- A. Persuasive essay using specific evidence (Tolerance doesn't exist today; race is a social construct)
- B. Journal responses

Reading

- A. WWII article and poem
- B. *The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie, novel, 288 pages, 600L
- C. *Bullied*, documentary, 40 mins

- D. "A Class Divided",
documentary <http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/synopsis.html>
- G. *The Help*, film, 146 mins, PG-13
- H. *Remember the Titans*, film, 113 mins, PG

6. Perspective (5 weeks)

Unit Targets

- A. Take a stand on an issue after considering multiple sources and points of view
- B. Infer and draw logical conclusions from the text
- C. Analyze the rhetoric of a piece of fiction
- D. Produce an objective summary of a text

College Readiness Standards

- A. Order sequence of events in complex passages
- B. Understand implied, subtle, or complex cause-effect relationships in virtually any passage
- C. Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage
- E. Understand and generalize about portions of a complex literary narrative
- F. Use a colon to introduce an example or an elaboration

Guiding Questions

- A. Why is it important to consider things from other points of view?
- B. What happens when one is blind towards the ideas of others?
- C. How can you encourage others to view issues from multiple perspectives?

Writing

- A. Character assessment (ongoing)
- B. Fairy tale rewrite
- C. Service project check point

Reading

- A. *And Then There Were None*, Agatha Christie, novel, (520L)
- B. *Gran Torino*, film 116 mins, R
- C. "The True Story of the 3 Little Pigs" Jon Scieszka, children's book

7. Choices (4 weeks)

Unit Targets

- A. Use logic and critical thinking to weight options and make difficult decisions
- B. Assess the decision making of others
- C. Use evidence to support a claim and analysis of a topic

College Readiness Standards

- A. Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole

- B. Understand the subtleties in relationships between people, ideas, and so on in virtually any passage
- C. Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage
- D. Understand and generalize about portions of a complex literary narrative

Guiding Questions

- A. What influences your decisions?
- B. Why is it important to know how to make your own decisions?
- C. How do you handle a tough choice to make?
- D. What are the consequences of missed opportunities?

Writing

- A. Service project reflection and presentation
- B. Final assessment of goals
- C. Class evaluation
- D. Missed opportunities narrative

Reading (Literature Circles)

- A. Novel choices
 1. *Into the Wild*, novel, 207 pages, (1270L)
 2. *Fahrenheit 451*, Ray Bradbury, 179 pages, (890L)
 3. *We All Fall Down*, Robert Cormier, 199 pages, (870L)
 4. *Athletic Shorts*, Chris Crutcher, 194 pages, (1010L)
- B. How to make a decision article

Large Writing

- "This I Believe" essay (Unit 1)
- Literary analysis (Unit 2)
- Persuasive essay (Unit 5)
- Character analysis (Unit 6)

Smaller Writing

- Life goals with timeline
- Journals
- Literary review
- Resume
- Professional writing
- Cover letter
- Character assessment
- Fairy tale rewrite
- Service project reflection
- Missed opportunities narrative

Large readings

- *Perks of Being a Wallflower*
- *Oedipus Rex*
- *Bleachers*
- *The Absolutely True Diary of a Part-Time Indian*
- *And Then There Were None*
- *Into the Wild/ We All Fall Down/ Fahrenheit 451/Athletic Shorts*

Films

- *300*
- *Pay it Forward*
- *The Help*
- *Remember the Titans*
- *Gran Torino*