

SUBJECT AREA - ENGLISH

COURSE TITLE: English 4 WISE

CBEDS ASSIGNMENT
CODE: 2133

COURSE CODE: E0035e

GRADE LEVEL: 12

COURSE LENGTH: One Year

PREREQUISITE: English 3

CREDIT: 10 Units

UC/CSU CREDIT: Meets UC/CSU English requirement, "b"

GRADUATION
REQUIREMENT: Fulfills 10 units of 40 units of English requirement for graduation

STANDARDS AND
BENCHMARKS: English Grade 12: 1.0, 1.1-1.4; 2.0, 2.1-2.7; 3.0, 3.1-3.8; 4.0, 4.1-4.12; 5.0, 5.1-5.3; 6.0, 6.1-6.8

SUBJECT AREA - ENGLISHCOURSE
DESCRIPTION

WISE emphasizes real world, outside-of-the-classroom experience and is designed for the self-motivated student. This course meets the needs of seniors interested in an alternative to the 8th semester of traditional English 4 curriculum. As the district's mission statement encourages, this course offers students the opportunity to "excel in the global society."

COURSE GOALS

The student will:

1. Master the basic foundational language arts skills and knowledge requisite for success in future more complex levels of the English/language arts curriculum and the working world.
2. Develop a sense of aesthetic appreciation and discrimination of literature.
3. Develop the ability to research, read, and analyze a variety of media; organize and communicate thoughts, ideas and opinions in verbal and written form; and participate in a classroom community.
4. Prepare for the personal independence and decision-making challenges of collegiate life, and the communication, organization and, management skills required in professional and career settings.

TEXTBOOK
MATERIALS

Required Core Texts: *Hamlet*, *Oedipus* + choice of *Frankenstein*, *1984*, *The Stranger*
Supplemental Required Reading: Research materials and Internet resources on Shakespeare and *Hamlet*; selected short fiction; non-fiction and poetry
Optional Reading: *Into the Wild*, *The Importance of Being Earnest*

TEACHER
RESOURCES

MLA Handbook

Acalanes Union High School District
Course Content and Performance Objectives
ENGLISH 4 WISE

ENGLISH 4 WISE		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
STANDARD 1						
1.0	THE STUDENT APPLIES KNOWLEDGE OF WORD ORIGINS TO DETERMINE THE MEANING OF NEW WORDS.	N/A	1.0	N/A	Selected Response Constructed Response (Essay)	5% of class time
1.1	Knows the etymology of key vocabulary. (Approved vocabulary text; literature, both fiction and non-fiction)		1.1			
1.2	Applies knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences.		1.2			
1.3	Discerns the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.		1.3			
STANDARD 2						
2.0	THE STUDENT READS AND UNDERSTANDS NON-FICTION AND INFORMATIONAL MATERIALS.	N/A	2.0	N/A	Selected Response Essay Personal Communication	10% of class time

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2.1	Analyzes both the features and the rhetorical devices of different types of non-fiction and the ways in which authors use those features and devices in different forms: Essays, articles and literary criticism.		2.1			
2.2	Analyzes the way in which meaning is affected by patterns of organization, repetition of the main ideas, syntax, and word choice in the text.		2.2			
2.3	Verifies and clarifies facts presented in other types of expository texts.		2.3			
2.4	Makes reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.		2.4			
2.5	Identifies and analyzes philosophical assumptions and basic beliefs underlying the author's work.		2.5			
2.6	Makes informed connections between personal experience and texts.		2.6			

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2.7	Critiques the power, validity, and truthfulness of arguments set forth in non-fiction materials; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos, emotion and logical fallacies): Cause and effect fallacy, plain folks appeal, begging the question, false authority, ad hominem, non sequitor, ambiguity, snob appeal, equivocation, loaded words, circular reasoning, and red herring.		2.7			
STANDARD 3						
3.0	THE STUDENT READS EXTENSIVELY BOTH SELF-SELECTED AND TEACHER-SELECTED HISTORICALLY AND CULTURALLY SIGNIFICANT WORKS OF WORLD LITERATURE. (AT LEAST 6 MAJOR UNITS INCLUDING 4 NOVELS OR PLAYS.)	N/A	3.0	N/A	Essay Selected Response Personal Communication	30% of class time
3.1	Analyzes characteristics of subgenres (e.g., satire, parody, allegory) that are used in poetry, prose, plays, novels, shorts stories, essays, and other basic genres.		3.1			
3.2	Makes connections between literature and life, especially to current issues of our civilization, using textual evidence to support the claim.		3.2			

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3.3 Analyzes the ways in which writers of prose use irony, tone, mood, and sound of language to achieve specific rhetorical or aesthetic purposes or both.		3.3			
3.4 Analyzes ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.		3.4			
3.5 Analyzes the ways in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings in different forms: Novels, short stories, poetry, and plays.		3.5			
3.6 Analyzes recognized works of world literature from a variety of authors: Relates literary works and authors to the philosophical, political, religious, ethical, social influences and biases of the historical period that shaped the characters, plot, and settings.		3.6			
3.7 Analyzes and discusses the beauty of language, formal appropriateness, and originality of a piece of literature.		3.7			

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3.8	Analyzes the clarity and consistency of political assumptions in a selection of literary works or essays on a topic. (Political approach)		3.8			
3.9	Analyzes the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)		3.9			
STANDARD 4						
4.0	THE STUDENT USES THE STRATEGIES OF THE WRITING PROCESS FOR A VARIETY OF PURPOSES.	N/A	4.0	N/A	Essays	35% (Std. 4/5) 5% Grammar
4.1	Demonstrates an understanding of the elements of discourse (e.g., purpose, speaker, tone, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.		4.1			
4.2	Uses point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.		4.2			

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4.3	Structures ideas and arguments in a focused, persuasive, and sophisticated way and supports them with precise and relevant examples and by employing rhetorical devices: Repetition, concession, analogies, contrast, and parallelism.		4.3			
4.4	Uses language in natural and vivid ways to establish a specific tone.		4.4			
4.5	Develops presentations by using clear research questions, and creative and critical research strategies: Recognizes the need for information; identifies a variety of potential sources of information.		4.5			
4.6	Uses systematic strategies to organize and record information.		4.6			
4.7	Understands ethical issues related to plagiarism. (See MLA Guidelines)		4.7			
4.8	Revises text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.		4.8			

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4.9	Understands personal writing strengths and weaknesses and uses strategies to enhance strengths and overcome weaknesses.		4.9			
4.10	Demonstrates control of grammar, diction, and paragraph and sentence structure and an understanding of English usage, with particular focus this year to: Active voice, pronouns.		4.10			
4.11	Produces legible work that shows accurate spelling and correct punctuation and capitalization.		4.11			
4.12	Reflects appropriate manuscript requirements in writing, (e.g., Modern Language Association).		4.12			

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STANDARD 5	N/A	5.0	N/A	Essays	35% (Std. 4/5)
5.0 THE STUDENT COMBINES THE RHETORICAL STRATEGIES OF NARRATION, EXPOSITION, PERSUASION, AND DESCRIPTION TO PRODUCE TEXTS. (AT LEAST 3 MAJOR ESSAYS INCLUDING IN-CLASS OR TIMED ESSAYS.)					
5.1 Write responses to literature: Demonstrate an understanding of the significant ideas in works or passages (Use of imagery, language, universal themes, and unique aspects of the text; author's use of stylistic devices; ambiguities, nuances, and complexities within the text); supports important ideas and viewpoints through accurate and detailed references to the text and to other works.		5.1			
5.2 Writes reflective responses: <ul style="list-style-type: none"> • Explores the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). • Draws comparisons and maintains a balance between specific incidents and broader themes that illustrate the writer's general and abstract ideas. 		5.2			

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STANDARD 6	N/A	6.0	N/A	Personal Communication Performance Selected Response	15% of class time
6.0 THE STUDENT USES SPEAKING, LISTENING, AND DISCUSSION STRATEGIES TO ENHANCE LEARNING.					
6.1 Organizes and delivers formal and informal presentations to peers/other audiences using effective speaking strategies: Oral responses to literature, reports to deliver context for reading, and report of research findings and information.		6.1			
6.2 Identifies bias, prejudice, propaganda, and persuasive techniques in oral and visual messages and presentations.		6.2			
6.3 Anticipates the listener's point of view and addresses this perspective in presentations.		6.3			
6.4 Demonstrates control of grammar, diction, and sentence structure, and an understanding of English usage.		6.4			

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6.5	Reads aloud and recites from memory poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meanings (e.g., Hamlet's soliloquy "To Be or Not to Be").		6.5			
6.6	Contributes constructively to class discussions; responds to and builds upon ideas of previous speakers; cites evidence for idea.		6.6			
6.7	Takes notes that effectively organize and summarize classroom discussions and information.		6.7			

TEACHING STRATEGIES AND PROCEDURES

Teacher: Modeling (Test preparation, clear organization & presentation of ideas, writing, questioning, integrating genres, Socratic Dialogue, Varying instructional strategies within a class period, lecture/discussion, guided reading, media related to course content/outcomes (clips vs. whole), study materials and methods for assessment, provide feedback of learning (Oral, written, immediate), writing in “voices” of various characters, and scaffolding.

Student: Student led/centered instruction, peer editing, presentations, brainstorming, note taking, group work/pair work, active listening, classroom discussion, use of technology (including word processing), reading (silent & aloud), essay writing, journal writing, using formative feedback to improve work, reading logs, and highlighting.

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.