

BCHS English 4 Regular Curriculum Guide

Unit	Unit 1: Humor Unit	Unit 2: Reading Literature	Unit 3: Theatre/Drama <i>Macbeth</i>	Unit 4: Reading for Information (articles, speeches, critical thinking)
<b>Time Frame</b>	3-4 weeks	Dependent upon reading selection(s) Approximately 3-4 weeks	3-4 weeks	3-6 weeks
<b>Essential Questions</b>	<p>What are the theories of humor?</p> <p>What reading strategies help us determine humor/satire in a text?</p> <p>How can summarizing or paraphrasing in writing help us understand satire/humor texts?</p> <p>How does the writer develop a theme in a satire/humorous writing piece?</p>	<p>How does a reader identify &amp; analyze literary elements, language and style?</p> <p>How does a writer use language devices to create specific effects in a novel?</p> <p>How can the historical and cultural background of literature impact the meaning and writing of a novel/story/poem?</p> <p>How do literary theories affect the significance and mean of text? (Historical, feminine, Marxist, and cultural perspectives).</p> <p>How does this story connect to the word/life today?</p> <p>How does one develop enjoyment of reading?</p>	<p>How important is drama/theater in the world today? What is its purpose?</p> <p>What connections can a reader make between this play and real life?</p> <p>What is the relationship between choices and consequences?</p> <p>Who is responsible for the choices a person makes?</p> <p>How do our choices make impact others?</p> <p>How can ambition be harmful?</p> <p>How does love for another influence a person's decisions?</p> <p>How do fate and/or free direct a person's life?</p> <p>How does Macbeth meet the requirements of a tragedy?</p>	<p>How does an author create meaning in a nonfiction or informational text?</p> <p>How do the creators of informational texts use logic, evidence, and rhetorical devices to persuade? (Logical fallacies &amp; Emotional Appeals)</p> <p>Do logical fallacies &amp; emotional appeals strengthen or weaken arguments?</p> <p>How does one determine facts vs fiction or opinion?</p> <p>How can evidence from an informational text be used to increase understanding of that text? How word meanings be determined from context?</p> <p>How do public speakers effectively present arguments to an audience?</p> <p>What does the use of props, visual aids, graphs, or electronic media impact presentations for specific audiences?</p> <p>When is using emotional appeals used to manipulate and mislead?</p>
<b>Academic Vocabulary</b>	<p>Pun, satire, incongruity, parody, hyperbole, conundrum, understatement, banter, repartee, epigram, wisecrack, verbal irony, situational irony, dramatic irony, reversal, oxymoron, dark humor, spoof, high comedy, farce, slapstick, caricature, denotation, connotation, wit, joke (as compared to a conundrum), oxymoron, paradox, aphorism</p>	<p>Diction, imagery, symbolism, figurative language, foreshadowing, allusion, theme, alliteration, tone, author purpose, connotation, denotation, flashback, hyperbole, irony, metaphor, simile, mood, atmosphere, onomatopoeia, personification, setting, syntax, details, inference, characterization, plot statement, rhyme, rhythm, meter, parallelism, repetition</p> <p>PLUS Vocabulary definitions per reading</p>	<p>Ambition Aside Soliloquy Plot Dialogue Comic relief Tragic flaw Act / Scenes Characterization Inference Foreshadowing Resounds Prate Tarry</p>	<p>Persuasion Rhetoric / rhetorical</p> <p>Persuasive appeals &amp; rhetorical analysis terms (parallel structure, analogy, repetition, emotional appeal, logical fallacies, etc.)</p> <p>Nonverbal communication, voice, expression, tone, body language, gestures, eye contact, posture, articulation, pace/rate, pitch, inflection</p>

			<p>Hurly-burly  Sacriligious  Pendent  Blaspheme  Valor  Wither  Direful  Covet  Constrain  Surcease  Cleave  Largess  Disburse  Dudgeon  Steep  Chastise  Missives  Recompense  Heath  Reeking  Equivocator  Thane  Exposition, rising action, climax  denouement</p>	
<p><b>Content</b></p>	<p>Read sample satire articles and watch video clips applying knowledge of humor techniques in plot/characterization/ dialogue to identify types of humor used, explain effectiveness of different types of humor.</p> <p>Readings:  "Humor: What is it?"  "Walmart," "Applebee's," "Scientists Melt Stuff," etc.</p> <p>Advanced optional readings: Modest Proposal," Mark Twain's "Advice to Youth," "Canterbury Tales Prologue"  "Knight's Tale"</p> <p>Video clips:  Natural Foods, Will Ferrell as Bush on Climate Change, Swine Flu, etc.</p> <p>Movies: (possibilities)  Importance of Being Earnest (excerpts to be read prior)  Cyrano de Bergerac</p>	<p>(Reading selections dependent upon individual classes and students. Not all will be used each semester.)</p> <p>Novels suggestions:  <i>Lord of the Flies</i>  <i>Dr. Jekyll &amp; Mr. Hyde</i>  <i>Beowulf (epic poem) / 13<sup>th</sup> Warrior (video)</i>  <i>Macbeth</i>  1984 (excerpts Chapters 1-5)  <i>Frankenstein</i> (play version)  <i>Fahrenheit 451</i>  <i>Metamorphosis</i></p> <p>Poetry suggestions:  "Rime of the Ancient Mariner"  "Get Up and Bar the Door" (humor)  "Barbara Allen" (ballad)  "Sonnet 30 (p298)"  "Sonnet 29 (303)"  "Acorn &amp; the Pumpkin (541)" (humor)  "Passionate Shepherd to His Love" (290)  "Nymph's Reply" (292)</p>	<p>Drama Vocabulary</p> <p>Elements of a Shakespearean Tragedy</p> <p>Historical/cultural background (literature book--reading guides, Elizabethan Times website research, and/or individual reports on background topics)</p> <p>Article "Yikes" (how to read Shakespeare)</p> <p>Comprehension of difficult text-stretch text</p> <p>Read aloud text w/discussion &amp; explanation/ take notes.</p> <p>Complete journal-writing and analysis activities</p> <p>Watch video clips of main scenes.</p> <p>Examine/compare various film versions &amp; connect to original script.</p>	<p><u>Possible Informative Articles:</u>  "Generation Me"  "Divas"  "Columbine Generation"  Dixie Chicks articles (Springboard)--media bias examples</p> <p><u>Logical Fallacies/Emotional Appeal articles:</u>  "Reinstating the Draft"  "Gun Control"  Apply to Speeches</p> <p>When used effectively &amp; honestly; when are used to manipulate/mislead.</p> <p><u>Speeches:</u>  Barbara Jordan "Common Good"  Shirley Chisholm "Women's Rights"  Shirley Chisholm Nomination speech  MLK "From Birmingham Jail"  Eisenhower's Farewell speech  JFK's Inauguration speech  JFK's Secret Societies Press Conference  Mark Twain "July 4<sup>th</sup>"</p>

	<p>Disney's Three Musketeers Much Ado About Nothing (excerpts to be read prior)</p> <p>Examine Student-written and made video clips examples from previous years.</p> <p>Students submit samples of articles &amp; video clips/commercials found on internet.</p>	<p>"Meditation 17" (455) "Porphyria's Lover" (857) "Lovely as a Cloud "(735) "The Moment" (1231)</p> <p>Compare: "Dreamers" (1110), "Airman Sees Death" (1108), "The Soldier" (1108)</p> <p><u>Poetry options From Springboard:</u> "My Papa's Waltz" "The Last Word" "Mushrooms" "I Remember" * "Prologue" from <i>The Invisible Man</i>* "Four Skinny Trees" (<i>Mango Street</i>)</p> <p>Writing: personal narrative* introduction material</p>		<p>Roosevelt's War Speech President Johnson's Voting Rights speech Spiro Agnew's speech on TV News Susan B Anthony's Suffrage's speech Johnson's "We Shall Overcome" speech Robert Kennedy on MLK's Death Reagan's speech Moscow in 1988 George Carlin on the "American Dream" Chief Seattle's speech to the President Chief Joseph's visit to DC 1879 Elsie Weisel's speech @White House '99</p> <p>Watch video of live presentation of speeches by these persons after reading text.</p>
<p><b>Common Formative/Summative Assessments</b></p>	<p>Rubrics</p> <ul style="list-style-type: none"> <li>Vocabulary test over terms</li> <li>Humor identification practices/quizzes</li> <li>Write a satire essay and/or Create a video satire (commercial, news program, etc.) applying knowledge of humor techniques in order to persuade through humor. Present to class/ class critiques.</li> </ul>	<p>Possible assessments:</p> <ul style="list-style-type: none"> <li>Journal responses (pre-reading, during, making connections after)</li> <li>Keep reading log on novel (guideline handout). Use to write essay over novel.</li> <li>Chapter Quizzes</li> <li>Unit Test</li> <li>Rubrics (oral reading/ writings)</li> <li>Acting scenes /videotaping to present</li> <li>Compare <i>Beowulf</i> to movie <i>13<sup>th</sup> Warrior</i> OR epic movie project*</li> <li>Writing own poetry</li> <li>Compare texts</li> <li>*Power point presentation (correct use of "notes" section and minimal info on slide plus how to make oral presentations using PP)</li> </ul>	<p>Write a modern script for Macbeth focusing on the main action in each scene. Then film; show to class; demonstrate understanding of the characters, plot, theater elements, etc.)</p> <p>Rubric evaluation</p> <p>Comprehension and Vocab Quizzes</p> <p>Unit Test</p> <p>Attend live in-school performance (compare to text)</p>	<p>Comprehension and Vocab Quizzes</p> <p>Journal writings</p> <p>Identification of logical fallacies, rhetorical persuasion techniques, and emotional appeals.</p> <p>Analyze articles (Gun Control &amp; Draft) for effectiveness.</p> <p>Fact or Opinion identification activities</p> <p>Write a persuasive speech/argument and present to class (can be merged with research-based paper requirement) free from logical fallacies.</p>
<p><b>Skills</b></p>	<p>Read for Information: #2 Determine two or more central ideas of a text/analyze their development over the course of text; provide summary of text.</p> <p>#4 Determine meaning of words &amp; phrases as used in text, including figurative &amp; connotative meanings; analyze how author uses terms.</p> <p>#6 Determine author's point of view or purpose in which rhetoric is effective &amp; how content/style</p>	<p>Reading for Literature: #1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>#2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>#3 Analyze impact of author's choices how to</p>	<p>Reading for Literature 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters develop</p>	<p>Reading for Information 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how the author unfolds an analysis or</p>

	<p>contribute to effectiveness.</p> <p>#10 Comprehension of reading material</p> <p>WRITING #4 Produce clear &amp; coherent writing in which development, organization, and style are appropriate to task, purpose, audience.</p> <p>#5 Develop &amp; strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</p> <p>#6 Use technology, including technology, to produce, publish, and update writing products.</p> <p>#10 Write routinely.</p> <p>SP #6 Adapt speech to a variety of contexts &amp; tasks, demonstrating command of formal English.</p> <p>LANG #1 &amp; 2 Demonstrate command of standard English grammar, usage, punctuation, and capitalization.</p> <p>Reading for Literature #6 Analyze text to determine what is directly stated from what is really meant.</p>	<p>develop &amp; relate story elements.</p> <p>#4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>#7 Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text. (<i>Beowulf</i> &amp; <i>13<sup>th</sup> Warrior</i>).</p> <p>Writing #2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>#9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>#10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking #1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Language #2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>#6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>10. Read and comprehend literature, including stories, dramas, and poems.</p> <p>Writing 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Speaking 1. Initiate and participate effectively in a range of collaborative discussions</p> <p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>7. Analyze various accounts of a subject told in different mediums</p> <p>9. Analyze seminal U.S. documents of historical and literary significance.</p> <p>10. Read and comprehend literary nonfiction text complexity proficiently.</p> <p>Writing 1. (Speech) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. (Articles) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
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**Skills reviewed and applied throughout the semester (Include as additional units per needs of students)**

- Variety of writing assignments
  - Journal entries,
  - reading logs,
  - essays,
  - research-based paper (persuasive/argument),
  - personal narrative,
  - \*senior exit letter and \*resume (required for graduation exit interview),
  - \*writing portfolio (3 pieces)
- Critical thinking
- Time management
- Study skills
- Grammar
- Punctuation and capitalization
- Vocabulary (*Wordskills* book and/or words/definitions from reading selections)
- Dictionary use and understanding of different types of entries/information included with definitions

\*Required for graduation per school policy.