

SWEETWATER UNION HIGH SCHOOL DISTRICT

DIVISION OF ADULT EDUCATION

High School Subjects

<u>VI</u>	<u>English 4 – Semester 7</u>	<u>9007</u>
Level	<u>English 4 – Semester 8</u>	<u>9008</u>
	2015	Code

DURATION: For each semester, satisfactory completion of all required work and a minimum of 60 hours.

GRADE LEVEL: 12/Adult

PREREQUISITES: English 9, 10, 11

CREDIT: Each semester is one unit of high school credit toward the English requirement for graduation.

PROGRAM DESCRIPTION:

This course focuses on more complex extensions of the essential knowledge and skills addressed in the previous English/Language Arts classes. Students will analyze how an author’s philosophical position contributes to the quality of literary work and apply the Philosophical approach of literary criticism. Moreover, they will examine the impact and influence of various forms of mass media. This course will expect students to conduct a critical research investigation based on a global, environmental, or media issue. The diverse material found in literary and expository works from world literature enriches this course’s balanced approach to developing critical reading, writing, and thinking skills.

STUDENT LEARNER OUTCOMES:

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

GOALS:

Through the principles and practice presented in this course, students will

- 1.0 Analyze recognized literary works of world literature from a variety of authors focusing on various aspects of the writer’s philosophical position or writing style.
- 2.0 Analyze authors’ implicit and explicit philosophical assumption and beliefs about a subject (RC 2.5) in a variety of expository genres including personal /reflective essays.
- 3.0 Examine personal career documents (WA 2.5) and other key items, such as a job application and

resume (WA 2.6) in order to create similar texts.

- 4.0 Analyze various forms of mass media (L&SS 1.1) (e.g., magazines, advertisements, movies, television, the Internet) examining in particular mass media's impact and influence (L&SS 1.2) especially on contemporary life.

OBJECTIVES:

Students who successfully complete this course will be able to:

- 1.0 With respect to analyzing recognized literary works of world literature from a variety of authors focusing on various aspects of the writer's philosophical position or writing style,
- 1.1 Analyze ways in which the theme or meaning of a selection represents a view or comment on life in one given work of world literature (LR&A 3.2).
 - 1.2 Evaluate the philosophical, social, or ethical influences of a historical period that shaped characters, plot, and setting in one text of world literature (LR&A 3.7.c).
 - 1.3 Analyze the philosophical arguments presented in a given world literary work to determine whether the author's philosophical position has contributed to the quality of the works or the credibility of the characters (Philosophical approach)(LR&A 3.9).
 - 1.4 Analyze a series of passages from previously read texts and explain how one passage could be revised to enhance subtlety of meaning or tone in ways consistent with the purpose, audience, and genre (WS 1.9).
 - 1.5 Analyze a series of passages from previously read world texts for how the authors use language natural, fresh, and vivid ways to establish tone (WS 1.5).
- 2.0 With respect to analyzing authors' implicit and explicit philosophical assumption and beliefs about a subject (RC 2.5) in a variety of expository genres including personal /reflective essays,
- 2.1 Compare and contrast two author's texts for how they structured their arguments in a sustained, persuasive way and explain how they supported their arguments with precise and relevant examples (WS 1.3).
 - 2.2 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject in a variety of given expository texts (RC 2.5)
 - 2.3 Evaluate one author's argument (i.e., philosophical assumptions and beliefs) in a previously read text, defending and clarifying that evaluation by making warranted and reasonable assertions using elements from the text (RC 2.4).
 - 2.4 Draw inferences concerning the meaning of significant terms (especially relevant scientific and mathematical terminology) in given passages from texts by applying knowledge of Greek, Latin, and Anglo-Saxon roots and affixes (WA,F,S VD 1.2) and explaining their specified terms impact on the text.
 - 2.5 Compare and contrast at least two essays (WA 2.3) that explore the significance of one or more personal experiences, events, conditions, or concerns and explain how the author uses rhetorical strategies (e.g., narration, description, exposition, persuasion) (WA 2.3a) to support the author's purpose.
 - 2.6 Analyze how the comparisons drawn between specific incidents and broader themes illustrate the writer's important beliefs or generalizations about life (WA 2.3.b) in one given essay

- 2.7 Analyze a previously read essay and explain how the author maintains a balance in describing individual incidents and relates those incidents to more general and abstract ideas (WA 2.3c)
- 2.8 Write a reflective essay (WA 2.3)
- Exploring the significance of one or more personal experiences, events, conditions, or concerns and explaining how the author uses rhetorical strategies (e.g., narration, description, exposition, persuasion) (WA 2.3a) to support the author’s purpose.
 - Using the comparisons drawn between specific incidents and broader themes illustrate the writer’s important beliefs or generalizations about life (WA 2.3b)
 - Maintaining a balance in describing individual incidents and relating those incidents to more general and abstract ideas (WA 2.3c)
- 3.0 With respect to examining personal career documents (WA 2.5) and other key items, such as a job application and resume (WA 2.6) in order to create similar texts,
- 3.1 Compare and contrast job applications and resumes (WA 2.5) examining how these texts provide clear and purposeful information and address the intended audience appropriately (WA 2.5a); use varied levels, patterns, and types of language to achieve intended effects and aid comprehension (WA 2.5b); modify the tone to fit the purpose and audience (WA 2.5c); and follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document (WA 2.5d).
- 3.2 Create two personal career documents, a job application and a resume (WA 2.5a).
- Provide clear and purposeful information and address the intended audience appropriately (WA 2.5a).
 - Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension (WA 2.5b).
 - Modify the tone to fit the purpose and audience (WA 2.5c).
 - Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document (WA 2.5d).
- 4.0 With respect to analyzing various forms of mass media (L& SS 1.1) (e.g., magazines, advertisements, movies, television, the Internet),
- 4.1 Analyze ways in which information about a single issue, topic, or event is presented by a variety of visual image makers (e.g., graphic artists, documentary filmmakers, news photographers, television newscasts (L& SS 1.3).
- 4.2 Write a research investigation report (WA 2.4) after researching a single issue with global impact (examples: AIDS epidemic, exploitation of child labor, “mad cow” disease, coastal water pollution, toxic waste disposal) or a single issue regarding mass media (examples: radio, television, or the Internet use as a poor negative social force; how rock videos, situation comedies, or television commercials transmit aspects of stereotypes or concepts of gender; impact of media violence; possible existence of a gender gap in use of Internet; differences between television newscast and other media reportage regarding a specific issue)
- Analyze information derived from primary and secondary sources about that single topic

and explaining the perceived reason(s) for the similarities and differences in gathered information (WA 2.4b and 2.4c).

- Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition when writing the report (WA 2.4a).
- Write a formal bibliography for the research report (WA 2.4e) listing four or more primary and secondary sources following Modern Language Association (MLA) format and including Work Cited page.
- Use critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources) (WS 1.6) whenever appropriate.

INSTRUCTIONAL STRATEGIES AND TIMES:

Individual work with assignments	65%
Media and technology	15%
Teacher/student evaluation of student practice	10%
Evaluation	10%

EVALUATION:

1. Satisfactory completion of written, computer, and research-based assignments as evaluated by the instructor.
2. Satisfactory completion of teacher-made and/or standardized test as evaluated by the instructor.
3. Satisfactory progress and participation in classroom activities as evaluated by the instructor.

CONDITIONS FOR REPETITION:

Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.

Approved:
BOARD OF TRUSTEES
June 12, 1986

Revised:
August 20, 1998
August 16, 2004
May 26, 2015
October 26, 2015