



**SAINT GEORGE  
SCHOOL**  
FOUNDED 1965



Porfirio Herrera No. 6, Ensanche Piantini,  
Santo Domingo, D. N. Rep. Dominicana

T. 809 562 5262 F. 809 562 5015  
[www.stgeorge.edu.do](http://www.stgeorge.edu.do)

## PRE-IB ENGLISH II (4<sup>th</sup> Form)

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Academic Year: 2011-2012

### INTRODUCTION AND DESCRIPTION OF COURSE

The 10<sup>th</sup> Grade English course is designed to continue exposing the students to major literary works and various types of writing. Students will read and analyze a selection of both fiction and non-fiction texts. They will critique and plan presentations based on the reading selections, including a drama unit, for which they will have the opportunity to enact scenes. A major focus of the course is to develop students' writing skills through the planning, writing, revising and publishing of individual pieces in the various writing genres, with an emphasis on expository and informational writing. Throughout the year, they will be expected to employ correct grammar, spelling and usage of the English language and will continue to work at reinforcing these skills. Additionally, they will be developing oral presentation skills through the planning, writing and delivering of speeches and other oral presentations.

### CONTENT

Reading: 10<sup>th</sup> Grade English will be reading four major texts, as well as a variety of other texts. Units will be based on the texts and include the major text or texts for the unit as well as a plethora of supporting materials. Throughout the units, students will practice reading skills such as making connections, making inferences, questioning, summarizing and synthesizing.

- Unit 1: John Howard Griffin, Black Like Me/Mass Communication Unit: We will read and analyze this non-fiction text, presented in diary form, as well as other supporting documents such as photographs, speeches and articles that will help students become more familiar with the Southern United States during Jim Crow. We will focus on the major themes in the book, which include prejudice and injustice. Students will complete various writing tasks responding to/based on/inspired by the texts they encounter in this unit.

- Unit 2: Ray Bradbury, Fahrenheit 451: We will read and analyze the novel, focusing on the themes of censorship, conformity, alienation/loneliness, dependence on technology, knowledge versus ignorance and change and transformation. Students will also read and analyze a variety of supporting text and respond to all the texts through written responses and a final project involving various mediums of communication.
- Unit 3: Media and Society: We will analyze how the media impacts our society through exposure/review of advertisements, newspaper and magazine articles, webpages, television, radio, podcasts and other methods of mass communication. Students will also create individual responses to the texts they are exposed to.
- Unit 4: Poetry: We will read a variety of poems as we study and analyze the different forms, use of language and other characteristics of poetry. We will practice the performance of poetry and students will be able to experiment creating and performing poetry in the different forms.
- Unit 5: William Shakespeare, Macbeth: We will read the play and study the themes of natural/supernatural, ambition and temptation, guilt and remorse, good and evil, trust and betrayal, fear, and cruelty and masculinity. We will study the language of Shakespeare and analyze the literature. Students will also practice performing a dramatic piece as they enact monologues or scenes selected from the play. Students will also have the opportunity to create different texts as a response to the play.
- Unit 6: William Golding, Lord of the Flies: We will read and analyze the novel, focusing on major themes including loss of innocence, fear, power, identity, order and rules, ignorance and knowledge. Students will complete final projects as response to the book involving written pieces as well as creative manifestations of the responses.

Writing: 4<sup>th</sup> Form English will be focusing on producing informational texts, expository texts and formal literary analysis throughout the year. We will also practice developing written products inspired by the media texts we read and analyze. Additionally, we will be studying and writing literary analysis. We will also begin experimenting with writing tasks inspired by the texts we read.



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Spelling, grammar, conventions and correct usage of the English language will be emphasized through our reading responses and our writing units and, when necessary, through additional stand-alone instruction and practice.

Oral Presentations: Students will also develop and present oral presentations at least once per semester. These presentations may be based on the texts written by students or on the professional texts studied in class.

### TEXTBOOKS AND OTHER RESOURCES

Core Texts:

Ray Bradbury, Fahrenheit 451  
William Golding, Lord of the Flies  
John Howard Griffin, Black Like Me  
William Shakespeare, Macbeth  
Elements of Literature – Fourth Course (Holt)  
The Little, Brown Handbook (11<sup>th</sup> Edition)

\*These core texts do not make up the entirety of the printed resources to be used in the course. Other resources will include:

- Short stories
- Poems
- Essays
- Newspaper and magazine articles

\* Students are expected to have the following materials for class:

- Binder with three sections devoted for English class. One section will be for writing assignments, one section will be for reading assignments and one section will be for grammar/spelling/vocabulary work.
- Blue or black ink pen.
- Post-it notes
- Highlighter

## TEACHING STRATEGIES

Students will benefit from a wide range of teaching approaches and strategies, including but not limited to: individual, pair and group work; a variety of written and oral activities; question and answer; small group and whole class discussions; independent and group research; debate.

## EVALUATIONS

The students will receive a rubric (grid that lists criteria) explaining precisely how they will be evaluated for all assignments.

- Participation (20%)
- Homework (10%)
- Quizzes (10%)
- Classwork/Preparedness (10%)
- Test/Projects/Essays (50%)\*\*

*\*\*1<sup>st</sup> Corte: 10% of the Test/Projects/Essays grade will be based on the Summer Reading Essay.*

## OTHER REMARKS REGARDING OUR CLASS

Our class needs to be a safe space where students can feel comfortable participating without fear of ridicule or rejection. This means that everyone waits for a turn to speak, and everyone listens carefully to what others are contributing to the discussion. It also means that we all act and speak respectfully and make a strong effort to think about what we say before we say it. Debate is encouraged, as long as we do it in a respectful, thoughtful manner.

Students are expected to be on time and prepared for each class. This means that they always have all the required materials and are ready to begin our class meeting at the correct time. Students will always receive clear deadlines for their work and must meet their deadlines. Late work will be penalized by 10% per day late, unless the student has arranged an extension with the teacher. Extensions cannot be arranged the day the work is due.

Absent students are responsible for all the work missed, including copying any class notes and completing any in-class activities. If a student knows they will have an extended absence, they should notify the teacher in writing in advance and arrange for a way to complete the work they will miss during the absence.