

MVHS English IV Curriculum

Fall Semester	Writing	Grammar
<p>Teach literary archetypes: Jungian philosophy – archetypes are both universal and primordial; they fall into two major categories – characters and situations/symbols.</p> <p>Characters: the hero, the outcast, the scapegoat, the star-crossed lovers, the shrew</p> <p>Situations: the task, the quest, the loss of innocence, the initiation</p> <p>Symbols: water, sun, colors, serpent, numbers, wise old man, garden, tree, desert, creation, seasons, great fish</p> <p><u>Meyer’s Briggs Type Inventory with the Enneagram Theory of Personality:</u></p> <p>Characters: the perfectionist, the caregiver, the performer, the tragic romantic, the observer, the Devil’s advocate, the Epicure, the boss, and the mediator</p> <p><u>Complete Writer’s Guide to Heroes and Heroines: Sixteen Master Archetypes:</u></p> <p>Male: the chief, the warrior, the charmer, the lost soul, the professor, the best friend, the bad boy, the swashbuckler</p> <p>Female: the boss, the spunky kid, the crusader, the waif, the librarian, the nurturer, the seductress the free spirit</p> <p><u>Also teach code, quest, and tragic hero traits along with Arthurian Legend – Knights of the Round Table, Excalibur, the Lady of the Lake, Morgan Le Fay, Challenge (Quest) of the Grail, and Merlin</u></p> <p><u>Read the following literature and study/analyze the literary archetypes and symbolism:</u></p> <p>excerpts from <i>Beowulf</i> translated by Burton Raffel Legend of King Arthur – <i>Sir Gawain and the Green Knight</i> <i>The Natural</i> by Bernard Malamud <i>Death of a Salesman</i> by Arthur Miller <i>Frankenstein</i> by Mary Shelley <i>Heart of Darkness</i> (Conrad)</p> <p><u>Miscellaneous</u> “Silkie” or “<i>In the Warehouse</i>” by Joyce Carol Oates</p>	<p><u>Expository essays:</u></p> <p>College application essay plus a minimum of four (4) expository essays during the semester – persuasive, cause/effect, compare/contrast, definition, literary analysis</p> <p>plus -- writing to reflect</p> <p>some sort of research writing either in first or second semester</p> <p><u>other writing: a minimum of 12 in the semester:</u></p> <p>business letter letter of complaint letter of inquiry design book cover; design pamphlet newspaper and/or article – editorial, feature, comic strip dialectical journals diary entries – personal or as character persona poetry – sonnet, haiku drama ghost chapter diorama, posters, interpretive webs, etc. rewrite into modern language – or into different setting, etc. parody/satire report, resume</p>	<p>To be covered throughout the school year:</p> <p>Parts of speech Fragments/run-ons</p> <p>Conventions – underlining book titles, quotation marks around short story titles, and MLA conventions</p> <p>eliminates unnecessary passive voice maintains parallel structure incorporates effective word choice</p> <p>manipulates and incorporates effective sentence types and variety</p> <p>commas with nonrestrictive clauses, conjunctive adverbs, and contrasting expressions, and quotation marks</p> <p>Semi-colons; colons</p> <p>present perfect, past perfect, and future perfect verb tense and adjective, adverb, and conjunctive clauses</p> <p>subordinating and coordinating conjunctions pronoun/antecedent agreement subject/verb agreement</p>

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Spring Semester	Writing	Grammar
<p>Teach the remainder of the major –isms:</p> <p><u>Existentialism:</u> <u>Short Stories</u> -- “A Clean, Well-Lighted Place” (Hemingway) “An Outpost of Progress” (Conrad) “In Exile” (Chekhov) “The Myth of Sisyphus” (Camus) <i>The Metamorphosis</i> (Kafka) “The Bet” (Chekov) “The Porcelain Doll” (Tolstoy)</p> <p><u>Drama</u> -- <i>Rhinoceros</i> <i>Macbeth</i> by William Shakespeare <i>Merchant of Venice</i> William Shakespeare</p> <p><u>Novels</u> -- <i>Ella Minnow Pea</i> (Dunn) <i>Wuthering Heights</i> by Emily Bronte (or) <i>Handmaiden’s Tales</i> Atwood</p> <p><u>Magical Realism & Surrealism:</u> <u>Short Stories</u> -- “The Circular Ruins” (Borges) “In Praise of Darkness” (Borges) “The Handsomest Drowned Man in the World” and “A Very Old Man with Enormous Wings” (Marquez) “Two Words” (Allende) “Axolotl” (Cortazar) “The Night Face Up” (Cortazar) “Continuity of Parks” (Cortazar) “The Old People” (Faulkner)</p> <p><u>Surrealism:</u> “Lazarus” (Leonid Andreyev) “A Hunger Artist” (Kafka) “Bartleby the Scrivener” (Melville)</p> <p><u>Satire:</u> <u>Short Stories</u> -- “A Modest Proposal” (Swift) “Harrison Bergeron” (Vonnegut) (taught in 9th grade as well) excerpts from <i>Middlemarch</i> (Eliot) excerpts from <i>Gulliver’s Travels</i> (Swift) “The Garden of Forking Paths” (Borges) “The Diary of Adam & Eve in the Garden of Eden,” “Advice to Youth,” and “The War Prayer</p> <p><u>Novels</u> excerpts from <i>Gulliver’s Travels</i> (Swift)</p>	<p><u>Expository essay:</u></p> <p>a minimum of four (4) expository essays during the semester – one must be a research paper – plus choose from – analysis, explication, description, classification</p> <p>plus -- writing to reflect</p> <p>some sort of research writing either in first or second semester</p> <p><u>other writing:</u> a minimum of __12__ in the spring semester.</p> <p>business letter letter of complaint letter of inquiry design book cover; design pamphlet newspaper and/or article – editorial, feature, comic strip, dialectical journals diary entries – persona or as character persona poetry – sonnet, haiku drama ghost chapter diorama, posters, interpretive webs, etc. rewrite into modern language – or into different setting, etc. parody/satire report resume</p>	<p>See previous list</p>