

Course Description
English 4-CP
Literature and Composition

Course Description:

English 4 is a year course in world literature and composition. Emphasis may be on British literature. Students will read and analyze works of world literature from a variety of authors and genres. They will contrast major literary forms, techniques, and characteristics of the major literary periods and they will relate the literary works and authors to the major themes and issues of these eras. Emphasis in the writing process is on the essay, research paper, and analysis of themes in the literature. This course will reinforce spelling, mechanics and grammar as each student advances through the pre-writing, writing, revising, and publishing stages of essay development. Students will create descriptive, evaluative, and informative essays, as well as complete a research project. Students will respond orally to the literature in all genres and give a year-end oral presentation that summarizes their work over the year.

Suggested curriculum:

Student, in conjunction with the IS teacher, may choose from either a packaged curriculum (online) , or from the required text and additional key assignments option. These courses are UC a-g approved.

Online course option

These are packaged curricula. Students are expected to follow the course syllabus and complete the course over the duration of a school year. Any online/package course must include online teacher support.

- National University Virtual High School English 12 AB
- Apex Learning: *British and World Literature*

Text and Key assignment option

Approved text to be used in conjunction with key assignments and completed over the course of a school year (see attached pacing guide). Students will be expected to develop and present work samples described under the key assignments section as well as those required in the textbook/curriculum used. Students will work independently through the text as a primary resource.

Prentice Hall

Literature: Timeless Voices, Timeless Themes, World Masterpieces or British Tradition California Edition

Writing and Grammar Level TBD

Vocabulary TBD

Suggested Performance Expectations For English IV-CP:

Students should be expected to complete on a weekly basis the equivalent to:

- Vocabulary, 20 words a week- part of speech, origin, spelling and definition, word roots.
- Grammar lesson- as they apply to student’s needs.
- Reading- assigned material 10- 20 pages a day, depending on appropriate level
- In addition, students should be reading independently from a variety of media, both age and classroom appropriate.
- Students will read four independent reading selections during the year.

Key Assignments:

In addition to text chapter readings and assignments, students will complete the following:

I. Short Story

<p>A. Major Topics</p> <ol style="list-style-type: none"> 1. Plot. 2. Character. 3. Point of View. 4. Setting. 5. Theme. 	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and apply literary terms to selected readings. 2. Build a reading vocabulary. 3. Read and comprehend short stories by learning to identify with a character, predicting, making inferences about characters, and drawing conclusions. 4. Summarize readings.
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Key Assignment:

The student will read two teacher-assigned short stories from the text. Upon completion of the readings the student will discuss the stories with their IS teacher and write a 3-5 page essay (1000-1300 words), following the directions for submission of written work, that describes the major theme of each story, and analyzes how the stories were similar and how they were different. (Compare and contrast essay-use compare/contrast rubric).

II. Novel

<p>A. Major Topics</p> <ol style="list-style-type: none"> 1. Fiction. 2. Plot. 3. Conflict. 4. Characterization. 5. Setting. 6. Point of View. 7. Theme. 8. Symbol. 	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Apply literary terms to a novel. 2. Summarize the plot of novel. 3. Understand the theme(s) of a novel. 4. Evaluate and respond to the literature
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Key Assignment:

1. Each student, regardless of curriculum being used, will select four novels, non-fiction, plays or auto/biographies per year from the attached list. The student will engage in a discussion about the reading with their IS teacher. The discussion will summarize, analyze, and describe the main characters and elements of the story. Upon completion of

the reading assignment and discussion, each student will write a 3-5 page essay (1000-1300 words), following directions, that identifies and describes the major characters, describes the plot, while analyzing important themes in the book. (analytical essay-use analytical 8 point essay scoring rubric)

Readings will be selected from the following list:

Recommended Literature – Grade 12	Lexile level
A Doll’s House (Isben) (play)	NP
A Thousand Acres (Smiley)	
Ake (Soyinka)	
*Beloved (Morrison)	870L
*Beowulf (Heaney) (pair with Grendel)	1090 L
The Cherry Orchard (Chekov) (play)	
*Crime and Punishment (Dostoevsky)	850L
*Emma (Austen)	1070 L
*Frankenstein (Shelley)	1170L
* Grendel (Gardner) (Pair with Beowulf)	920L
Handmaid's Tale (Atwood)	750L
Heart of Darkness (Conrad)	1050L
House of Spirits (Allende)	1280L
Jane Eyre (Brontë)	890L
Jasmine (Mukherjee)	
July's People (Gordimer)	970L
Kaffir Boy (Mathabane)	1040L
Krik Krak (Danicat)	
Love in the Time of Cholera (Marquez)	1440L
Medea (Euripedes) (play)	1000 L
Merchant of Venice (Shakespeare) (play)	NP
*Metamorphosis (Kafka)	1320L
Native Son (Wright)	700L
One Day in the Life of Ivan Denisovich (Solzhenitsyn)	900L
One Hundred Years of Solitude (Marquez)	1410L
Othello (Shakespeare) (play)	NP
Out of Africa (Dinesen) (autobiography)	
Pablo Neruda Selected Poems (ed. Tarn)	NP
Picture of Dorian Gray (Wilde)	920L
Pride and Prejudice (Austen)	1100L
*Rashoman (Akutagawa)	1030L
Siddhartha (Hesse)	1010L
So Long a Letter (Ba)	
*Stranger (Camus)	880L
Sundiata: An Epic of Old Mali (Niane)	NP
Tale of Two Cities (Dickens)	
Tempest (Shakespeare) (play)	NP
The Alchemist (Coelho)	910L
The Awakening (Chopin)	960 L
The God of Small Things (Roy)	840 L
Three Tragedies (Lorca)	NP

Turn of the Screw (James)	NP
Walk in the Night and Other Stories (La Guma)	
When Heaven & Earth Changed Places (Hayslip)	1100L
When Rain Clouds Gather (Head)	
Wild Swans: Three Daughters of China (non-fiction)	
Wuthering Heights (Brontë)	880L

* Strongly recommended

2. Every student will present a 7-10 minute oral presentation on the novel. Using procedures provided in the textbook, the student will prepare an outline summarizing the elements of the novel along with their personal reaction to the story. The student should discuss why the novel was selected, what he/she liked and disliked about the novel and what the student learned from the reading. The outline will be turned in after the presentation is complete. (presentation rubric)

III. Drama

<p>A. Major Topics</p> <ol style="list-style-type: none"> 1. Characters. 2. Staging. 3. Dialogue. 4. Blank Verse. 5. Soliloquy, Aside, and Monologue. 6. Dramatic Irony. 7. Tragedy. 	<p>B. Instructional Objectives</p> <p>Student will be able to:</p> <ol style="list-style-type: none"> 1. Understand and respond to literary elements. 2. Understand and apply literary terms such as: protagonist, antagonist, dramatic foil, conflict, theme and apply them to selected readings. 3. Develop a reading vocabulary. 4. Read, evaluate, and comprehend a play by using the text as an aid, paraphrasing, identifying cause and effect and making predictions. 5. Summarize readings. 6. Memorize and recite a key speech from the play.
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Students will consult their textbook unit on dramatic conventions. The student will read a full length play either from the text or from the list. Upon completion of the reading of the play, each student will write a 1000-1300 word essay, following the directions above, that demonstrates an understanding of literal and figurative language as used in the play. In addition the student will describe the vocabulary and tone used in the play to address the audience for whom the play was originally intended and how it reflects the social and political structures of the time, or suitable essay prompt as assigned. (Analytical 8 point rubric)

Readings will be selected from the following or from the text:

Hamlet	Shakespeare
Oedipus Rex	Sophocles
Long Day's Journey Into Night	Eugene O'Neill
The Importance of Being Earnest	Oscar Wilde
Pygmalion	George Bernard Shaw

IV. Non-fiction

<p>A. Major Topics:</p> <ol style="list-style-type: none"> 1. Autobiography/Biography. 2. Essays. 3. Speeches. 4. Editorials. 5. Articles. 	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Read, understand and critique essays and non-fiction works by identifying the author's attitude, finding the main idea and supporting points, using visuals as keys to meaning, determining the author's purpose. 2. Develop a reading vocabulary. 3. Summarize readings. 4. Apply literary terms to selected readings.
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Key Assignments:

1. The student will complete and present a research paper according to instructions contained in the textbook or composition text. The student will discuss a suitable topic with the teacher, and develop a clear research question. The student will synthesize information from multiple sources, integrate citations into the written text, and use MLA format to document sources. The student will then publish the document using suitable technology and develop a presentation using appropriate multimedia. (research paper and presentation rubrics)

2. After studying a unit on editorial writing in the textbook, the student will read editorials from three sources. The sources are to include a popular newspaper, (such as the San Francisco Chronicle, New York Times, or Wall Street Journal) and a journal, (such as an academic, political, or religious publication). The editorials are to focus on similar topics or subjects. The student will discuss the three articles and then develop an essay similar in length as to those selected, following the directions above. In this assignment students are to write their own editorial on the same topic, using the style of an editorial writer in which they state the problem, establish the rationale for their opinions, support opinions with facts and provide coherent conclusions. (Evaluative/Persuasive rubric)

Suggested editorial topics:

- Environmental issues
- Foreign Affairs
- National politics
- Economic issues
- Media

V. Poetry

<p>A. Major Topics</p> <ol style="list-style-type: none">1. Lyric poetry.2. Narrative poetry.3. Dramatic poetry.4. Musical devices including: meter, alliteration, onomatopoeia, assonance,5. Figurative language including: similes, lyrical metaphor, and personification.6. Imagery.7. Haiku8. Epic	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none">1. Understand and apply literary terms to selected readings.2. Identify literary elements in a poem.3. Read, analyze and critique a poem by paraphrasing, summarizing, picturing imagery, listening for poetic sounds, and drawing inferences about the speaker.
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Key Assignments:

1. Students will read poems from the text from a variety of cultures and eras. Students should be prepared to discuss concepts, such as comparing poems in verse to free-style poetry, contrasting poetry to music, and the commonality of the introduction-body-conclusion structure. Following the directions listed above, students are to write an essay of 1000-1300 words that compares and contrasts the styles, historical settings, and variety of purpose of the poems selected and how they are reflected of the style of the period in which they were written. (compare and contrast)

2. In addition, students will write a minimum of 4 original poems in various forms. The poetic elements (such as metaphor, simile, personification, and alliteration) should be explored as well as traditional forms of rhyme and meter.

VI. Using their textbook as a primary resource for instruction, attached rubrics, and following directions for submission of written work, the student will complete the following additional writing assignments of approx. 1000 words:

- Autobiographical incident narrative- uses sensory details to describe a pivotal moment in the writer's life and reflects upon the significance of that incident.
- A formal business letter
- Write a cover letter and resume

VII. In the last month of the year students will prepare a portfolio of their work and an outline for an oral presentation. This outline will be turned in before the presentation. The student will present their year-end summary and portfolio orally. The presentation should be 10 minutes in length and followed by a question and answer period. In addition, the student will prepare a self-evaluation that describes what has been learned and how this will be helpful in the future.

English 4 –CP Key assignment checklist

Assignment	Date/Learning Period Completed
Short story (compare/contrast essay)	
Editorial (Evaluative /persuasive)	
Play (Analytical)	
Poetry compare/contrast	
Biographical or autobiographical narrative	
Poem #1	
Poem #2	
Poem #3	
Poem #4	
Cover letter and resume	
Research paper	
Paper <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #1	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #2	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #3	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #4	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Independent reading #1	
Independent reading #2	
Independent reading #3	
Independent reading #4	
Portfolio presentation	GP 10

