

**Course Description**  
**English IV**  
**World Literature**  
**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.

English 4 is a one- year course, 5 credits each semester will be awarded with a passing grade.

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

- NDIS semester courses: World Literature Hen 2161 P British Literature HEN 2121 (online)
- University Nebraska-Lincoln, ENGH 043 & 044 ( Online)
- National University Virtual High School: English 12 AB
- Apex Learning: *British and World Literature Core*

**Text and key assignment option**

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**

*Timeless Voices, Timeless Themes, World Masterpieces California Edition*  
Writing and Grammar  
Vocabulary TBD

**Suggested Performance Expectations For English IV:**

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

- Vocabulary, 10-20 words a week- part of speech, origin, spelling and definition.
- Grammar lesson- as they apply to student’s needs.
- Reading- assigned material 5- 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 3 additional independent reading books during the school year.

**Writing:**

Free writing is invaluable to students and helps develop thought, voice and skill without the pressure and constraints of formalized essays; therefore, students are encouraged to write in a journal 3-5 times a week on a variety of topics and to complete 3-5 formal essays a semester. These essays will include the following key assignments.

**Key Assignments:**

**I. Short Story**

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

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

**Key Assignment:**

1. Each student will select three novels, non-fiction, 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, following directions, that identifies and describes the major characters, describes the plot, while analyzing important themes in the book. (analytical essay-use analytical 7 point essay scoring rubric)

Readings will be selected from the following list:

<b>Grade 12</b>	<b>Lexile level</b>
A Doll's House (Isben) (play)	NP
A Thousand Acres (Smiley)	
Ake (Soyinka)	
*Beloved (Morrison)	870L
Beowulf (Heaney) (pair with Grendel)	1090 L
*Crime and Punishment (Dostoevsky)	850L
Emma (Austen)	1070 L
*Frankenstein (Shelley)	1170L
Grendel (Gardner) (Pair with Beowulf)	920L
Hamlet (Shakespeare)	NP
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)	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) (non-fiction)	
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
Tempest (Shakespeare) (play)	NP
*The Alchemist (Coelho)	910L
The Awakening (Chopin)	960 L
The God of Small Things (Roy)	840 L
Theban Plays (Oedipus Rex) (Sophocles)	1050L

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 3-5 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"> <li>1. Characters.</li> <li>2. Staging.</li> <li>3. Dialogue.</li> <li>4. Blank Verse.</li> <li>5. Soliloquy, Aside, and Monologue.</li> <li>6. Dramatic Irony.</li> <li>7. Tragedy.</li> </ol>	<p>B. Instructional Objectives</p> <p>Student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and respond to literary elements.</li> <li>2. Understand and apply literary terms such as: protagonist, antagonist, dramatic foil, conflict, theme and apply them to selected readings.</li> <li>3. Develop a reading vocabulary.</li> <li>4. Read, evaluate, and comprehend a play by using the text as an aid, paraphrasing, identifying cause and effect and making predictions.</li> <li>5. Summarize readings.</li> </ol>
---	--

#### Key Assignment:

Students will consult their textbook unit on dramatic conventions. The student will read a full length play. Upon completion of the reading of the play, each student will write a 500-700 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 7 point rubric)

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

<i>Hamlet</i>	Shakespeare
<i>Oedipus Rex</i>	Sophocles

## IV Non-Fiction

<p>A. Major Topics:</p> <ol style="list-style-type: none"><li>1. Autobiography/Biography.</li><li>2. Essays.</li><li>3. Speeches.</li><li>4. Editorials.</li><li>5. Articles.</li></ol>	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none"><li>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.</li><li>2. Develop a reading vocabulary.</li><li>3. Summarize readings.</li><li>4. Apply literary terms to selected readings.</li></ol>
---	--

### Key Assignment:

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

### Key Assignment:

1. Using the text, students will read poems from a variety of cultures. 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 700 to 1000 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. Students will write one original poem. The poetic elements (such as metaphor, simile, personification, and alliteration) should be explored as well as traditional forms of rhyme and meter.

**VI.** In addition, using their textbook as a primary resource for instruction and following directions for submission of written work, the student will complete the following writing assignments of approx. 500-700 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
- Cover letter and resume

English 4 Key Assignment checklist

<b>Assignment</b>	<b>Date/Learning Period Completed</b>
Short story (compare/contrast essay)	
Editorial (Evaluative /persuasive)	
Play (Analytical )	
Poetry compare/contrast	
Biographical or autobiographical narrative	
Poem #1	
Business letter	
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"/>	
Independent reading #1	
Independent reading #2	
Independent reading #3	
Portfolio presentation	GP 10

