

ENGLISH 4 (AP) A, B

Description of Target Group

This year-long course, required to meet the entrance requirements for four-year colleges and universities, is designed only for those senior students whose recommendations and completed applications have been accepted by the Ernest Righetti English Department Honors/ Advanced Placement Committee.

Purpose

This course is designed to provide selected students with a qualitatively different and varied curriculum which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Students will focus upon British and American literature and the writing process through an integrated approach. Moreover, this course will prepare students for the Advanced Placement Exam as well as college level courses. As they read and write, students will access numerous themes and motifs and study the epic hero, the tragic hero, the influences of government and religion upon literature, the concept of the individual in 19th Century literature, as well as to explore personal and human values in 20th Century literature. Through individual and group projects, students will further refine their communication skills in reading, writing, listening, and speaking. Additionally, students shall participate in exploration of college majors and relevant application information.

Students must earn a "B" or better at the first semester's end to remain in Advanced Placement during the second semester.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING

A variety of genre from literature will be read. Students will be expected to:

- keep a journal or log;
- identify literary genre;
- identify elements of literature (literary terms);
- construct meaning from a text;
- make connections within a text;
- extend beyond a text;
- include an element of risk-taking in constructing meaning; and
- analyze literature on both symbolic and thematic levels.

Core selections include:

epics: Beowulf

 excepts from Paradise Lost - John Milton

 Medieval literature: The Canterbury Tales (selections)--Geoffrey Chaucer
 Sir Gawain and the Green Knight

drama: Oedipus and/or Antigone--Socrates
Macbeth and Othello and Twelfth Night or A Midsummer Night's
Dream--William Shakespeare

Everyman

novels: Animal Dreams of The Bean Trees--Barbara Kingsolver
The Joy Luck Club--Amy Tan
Gulliver's Travels (Books 1 and 11)--Jonathan Swift
Jane Eyre--Charlotte Bronte
Far From the Madding Crowd--Thomas Hardy
Lord of the Flies--William Golding
1984--George Orwell
A Separate Peace--John Knowles
Anthem--Ayn Rand
I Know Why the Caged Bird Sings--Maya Angelou
Farewell to Manzanar--Jeanne Houston

poetry: "The Seafarer" and "The Wanderer"

William Shakespeare

John Donne

Andrew Marvell

Robert Herrick

George Herbert

Robert Burns

William Blake

William Wordsworth

Samuel Taylor Coleridge

John Keats

Lord Byron

Percy B. Shelley

Alfred, Lord Tennyson

Robert Browning

Elizabeth Barrett Browning

Matthew Arnold

William Butler Yeats

T.S. Eliot

Dylan Thomas

essay: "A Modest Proposal" by Jonathan Swift

"An Essay on Man" by Alexander Pope

Other possible selections include:

drama: Hamlet or The Tempest or The Taming of the Shrew--William
Shakespeare

Dr. Faustus--Christopher Marlowe

Rosencrantz and Guildenstern are Dead--Tom Stoppard

novels: Grendel--John Gardner (This short novel complements Beowulf.)
The Chocolate War--Robert Cormier (" " Macbeth.)
Wide Sargasso Sea--Jean Rhys (" " Jane Eyre.)
Brave New World--Aldous Huxley (" " 1984.)
Cry, the Beloved Country--Alex Paton
Black Boy--Richard Wright
Cold Sassy Tree--Olive Ann Burns

short stories, poems, essays: Selections from basic and supplementary texts are
to be done at the teacher's discretion.

WRITING

Students will be expected to demonstrate the following skills:

Rhetoric

- present an idea: acknowledge an audience/reader;
- use logic and relevant support/details;
- state and develop an argument;
- demonstrate coherence and style;
- attempt an element of risk; and
- demonstrate improvement;

and Conventions

- practice sentence variety;
- use proper word choice/usage (vocabulary development);
- demonstrate excellent mechanics;
- improve spelling; and
- demonstrate improvement and growth.

Students will demonstrate the ability to write in the following types of discourse:

- analytical;
- evaluative;
- satirical;
- speculation about cause and effect; and
- comparison and contrast.

Students will demonstrate the ability to:

- use the library and computer catalog;
- use reference volumes appropriately;
- take notes on note cards;
- cite works using MLA or APA documentation; and
- document within a text using MLA or APA format

GROUP/COMMUNICATION SKILLS

Students will demonstrate the ability to:

- participate effectively in class and small group discussions;
- communicate information and ideas effectively to others;
- respect others;
- follow directions as well as be an independent learner;
- compromise and reach consensus;
- demonstrate integrity;
- show improvement in speaking and listening skills; and
- demonstrate leadership and be willing to take a risk.

COLLEGE/UNIVERSITY SKILLS

Students will demonstrate the ability to:

- apply the results of the Major/College Match or interest inventories by
- researching specific majors and colleges;
- revise student resume or personal data sheet;
- apply for appropriate college or university scholarships;
- complete the application process for a college or university; and
- request recommendations.

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials: Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.