

ENGLISH 4A (P)

**Description of Target Group**

This course is the first semester of a two-semester course designed for seniors who are college/university bound.

**Purpose**

The purpose of English 4A (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analysis of literary selections and will develop a knowledge of and an appreciation for the English language through their study of British literature.

**Standards of Expected Student Achievement**

Upon completion of this course, students will be able to:

**LISTENING**

1. Listen to and follow oral directions
2. Take notes from dictation and/or lectures
3. Listen attentively to lectures, audio-visual materials, and classroom discussions
4. Identify weaknesses and strengths of oral arguments

**SPEAKING**

1. Participate in class discussion
2. Do an oral interpretation

**READING**

1. Demonstrate a knowledge of and an appreciation for the English language tradition through the study of the following authors or readings emphasizing the elements of the literary periods of Anglo-Saxon, Medieval, Renaissance, Age of Reason, and Romanticism:

Beowulf, "Seafarer" - a Ballad, Geoffrey Chaucer, Sir Thomas Malory, Edmund Spenser, Christopher Marlowe, Sir Walter Raleigh, Shakespeare, John Donne, George Herber, Andrew Marvel, Ben Johnson, Robert Herrick, Richard Lovelace, John Milton, Samuel Pepys, Jonathan Swift, Joseph Addison, Richard Steele, Alexander Pope, James Boswell, Thomas Gray, Robert Burns, William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, and John Keats.

## WRITING

1. Develop writing skills which involve stages: thinking/discussing/listening/finding ideas/drafting/clarifying/developing/revising/ and finally editing
2. Write cogent prose related to literature: argue cogently, study and/or imitate models
3. Write paraphrases or summaries
4. Do "Real World" writing: non-literary tasks such as investigative reports, written interviews, magazine articles
5. Write for variety of audiences
6. Evaluate their own work as well as that of others
7. Practice the conventions of language

## ACTIVITIES

Students will write every day (i.e. journal, learning log, dialogues, interior monologues, reading log). Some writing tasks will involve evaluation (i.e. character sketches, analysis of setting, study of imagery and symbols, consideration of themes. Writing will include assignments which require some length of time to develop (i.e. memoirs, exposition, and argumentation).

Teachers will role model: teachers will write at times with and for students.

## INSTRUCTIONAL MATERIALS

Text and Supplementary Materials

Audio-visual materials: filmstrips, films, video-cassettes, records

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

## ENGLISH 4B (P)

### Description of Target Group

This course is the second semester of a two-semester course designed for seniors who are college/ university bound.

### Purpose

The purpose of English 4B (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the English language through their study of British literature.

### Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

#### READING

1. Demonstrate a knowledge of and an appreciation for the English language and literary tradition through the study of the following authors or readings emphasizing the elements of the literary periods of Romanticism, Victorian, Early 20th Century, and 20th century:

Mary Shelley, William Wordsworth, Samuel Coleridge, Lord Byron, Percy Shelley, John Keats, Alfred Tennyson, Robert Browning, Matthew Arnold, Thomas Hardy, Gerard Manley Hopkins, A.E. Housman, Oscar Wilde, Joseph Conrad, E.M. Forster, James Joyce, D.H. Lawrence, Katherine Mansfield, Frank O'Connor, Graham Greene, William Butler Yeats, T.S. Eliot, W.H. Auden, and Dylan Thomas and others as selected instructor.

2. Examine and discuss these themes and topics:
  - death and immortality
  - the class system
  - the role of woman
  - British imperialism
  - the development of industrialism
  - disillusionment and despair
  - British education
  - the World Wars
  - science and religion

3. Recognize and understand the following literary terms:

aphorism	apostrophe
caricature	carpe diem tradition
Cavalier poetry	Classicism
conceit	diary
diction	dramatic monologue
elegy	exemplum
heroic couplet	heroic epic
metaphysical conceit	mock epic
modernist movement	ode
pastoral elegy	patron
Petrarchan sonnet	psalm
Romantic	scope
Shakespearean sonnet	social comedy
soliloquy	sprung rhythm
stream of consciousness	strophe
terza rima	traffic flaw
Victorian	villanelle
volta (turn)	

#### WRITING

1. Develop writing skills which involve stages: thinking/discussing/listening/finding ideas, drafting/clarifying/developing/revising, and finally editing.
2. Write essays related to literature: argue cogently, study and/or imitate models.
3. Write paraphrases or summaries.
4. Do "Real World" writing non-literary tasks such as investigative reports, written interviews, magazine articles.
5. Write for a variety of audiences.
6. Evaluate their own work as well as that of others.
7. Practice the conventions of language.
8. Use vocabulary effectively.
9. Write a research paper on a literary subject.

#### SPEAKING

1. Participate in class discussions.
2. Participate in group a presentation.
3. Participate in a class debate.

#### LISTENING

1. Listen to and follow oral directions.
2. Take notes from dictation and/or lectures.
3. Listen attentively to lectures, audio-visual materials, and discussions.
4. Identify weaknesses and strengths of oral arguments.

Texts and Supplementary Materials

Audio-visual materials: filmstrips, films, video-cassettes, records

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