

FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

ENGLISH

I. Course Information

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| 1. <u>Course Title:</u> | English 4 |
| 2. <u>Length of Course:</u> | Year |
| 3. <u>Units of Credit:</u> | Ten |
| 4. <u>Prerequisites:</u> | English 3 |
| 5. <u>Grade Level:</u> | 12 |
| 6. <u>Special Course Designation:</u> | College Preparatory |
| 7. <u>Course Code Number:</u> | 330 |

II. Course Description

English 4 provides the student with the opportunity to do advanced work in composition and literary analysis. Vocabulary, grammar, and other language skills necessary for college-level work are reviewed and practiced.

III. Course Goals

1. The student will apply knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately. The student will read and understand grade-level-appropriate material, analyzing the organizational patterns, arguments and positions advanced. The student will read and respond to historically or culturally significant works of world literature, particularly British literature, conducting in-depth analyses of recurrent patterns and themes.
2. The student will write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing will demonstrate an awareness of audience and purpose, as well as the stages of the writing process. The student will combine rhetorical strategies, such as narration, exposition, persuasion and description to produce text(s) of approximately 1,500 words. Student writing will demonstrate a command of Standard English, as well as research, organizational and drafting strategies.
3. The student will write and speak with a command of the conventions of Standard English.
4. The student will formulate judgments about oral communication, delivering focused and coherent presentations that convey clear and distinctive perspectives and solid reasoning. The student will incorporate gestures, tone and vocabulary tailored to audience and purpose. The student will deliver formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking will demonstrate a command of Standard English, organization and delivery strategies.

IV. Course Content and Objectives

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
A. <u>Reading</u>	
• word analysis, fluency, and systematic vocabulary development --vocabulary and concept development	A1. identify and use the literal and figurative meanings. A2. understand word derivation. A3. infer meaning from context clues. A4. distinguish between denotative and connotative meanings. A5. interpret the connotative significance.
• reading comprehension (focus on informational materials) --comprehension and analysis of grade-level appropriate text	A6. analyze literary works. A7. employ critical thinking skills. A8. utilize reference resources. A9. discuss textual patterns, motifs, and perspectives. A10. use textual elements to defend and clarify interpretations.
--expository critique	A11. determine tone and point of view. A12. critique the logic of arguments.
• literary response and analysis --structural features of literature	A13. identify literary genres. A14. understand major elements of literary genres.
--narrative analysis of grade-level-appropriate text	A15. identify theme and meaning. A16. analyze the theme of a selection using textual evidence. A17. compare and contrast thematic works. A18. evaluate the elements and effects of style. A19. identify and interpret poetic devices in literature. A20. analyze literary patterns. A21. contrast literary forms, techniques and characteristics of the major literary periods. A22. relate literary works and authors to themes and issues of their eras. A23. evaluate influences that shaped characters, plots, themes and settings.

IV. Course Content and Objectives (Cont.)

<u>Content</u>	<u>Learner Objectives</u>
--literary criticism	The student will: A24. recognize philosophical arguments in literature. A25. analyze authors' positions. A26. explore author backgrounds. A27. explore casual relationships between authors, their works and times.
B. <u>Writing</u> <ul style="list-style-type: none">• writing strategies--organization and focus	B1. identify purpose, speaker, audience and form. B2. demonstrate understanding of rhetorical and aesthetic devices. B3. write text(s) that may include interpretive, narrative, reflective, expository, persuasive, informational and descriptive writing. B4. validate perspectives in writing. B5. employ rhetorical devices. B6. experiment with language to establish tone.
--research and technology	B7. use technology to access information B8. synthesize research. B9. develop strategies for finding, organizing and recording information.
--revising and evaluating strategies	B10. write, revise and edit work. B11. utilize peer and self evaluation.
• writing applications (genres and their characteristics)	B12. write fictional, autobiographical and/or biographical narratives. B13. create a sequence using narrative strategies B14. demonstrate understanding of literature by analyzing characters, imagery, universal themes and motifs, and stylistic devices. B15. use textual references to support interpretive claims. B16. produce reflective writing, balancing personal experiences and abstract ideas. B17. create presentations using multimedia. B18. conduct research. B19. create written documents. B20. cite research references.

IV. Course Content and Objectives (Cont.)

<u>Content</u>	<u>Learner Objectives</u>
	The student will:
C. <u>Written and Oral English Language Conventions</u> <ul style="list-style-type: none">manuscript form	C1. produce mechanically and grammatically correct work. C2. understand the editing process.
D. <u>Listening and Speaking</u> <ul style="list-style-type: none">listening and speaking strategies<ul style="list-style-type: none">--comprehension--organization and delivery of oral communications--analysis and evaluation of oral and media communicationsspeaking applications (genres and their characteristics)	D1. recognize and use effective communication. D2. use appropriate and effective language patterns. D3. incorporate higher level critical thinking skills. D4. evaluate formal, oral communication and argument. D5. judge validity of argument. D6. understand the effect of connotation on argument. D7. identify tone of speaker or source. D8. deliver reflective oral presentations. D9. present a main idea or theme through exposition, narration, description or argumentation. D10. review historical contexts of research topics. D11. use primary and secondary sources. D12. consider and evaluate alternative perspectives. D13. formulate and effectively present oral responses to literature. D14. deliver presentations that incorporate the skillful use of multimedi. D15. present effective oral presentations from literature. D16. demonstrate comprehension and effect of the passage.