

Course Description: ENGLISH 4 (ADVANCED PLACEMENT)

In general, all English courses are designed to improve students' ability to read for a variety of purposes, plan and write for a wide variety of purposes and audiences, apply standard English grammar and usage, speak effectively and listen responsively, develop and apply higher order (critical) thinking skills.

This course is designed to prepare students for the Advanced Placement examination in Literature and Composition. Students study literary works in terms of structure, meaning, and values in relation to the time periods when the works were written and contemporary society. Literature includes various genres and periods, emphasizing but not limited to American and English literature from the sixteenth century to the present. Writing assignments focus on the critical analysis of literature, and serve to make students more aware of the resources of language. Classroom discussion, presentations, and projects provide students with additional perspectives on the literature being studied, and strengthen their communication skills.

Major Course Objectives

When students have completed Senior English (AP), they will know and be able to:

1. Identify, analyze and apply knowledge of literary terms and techniques
2. Write effective analytical essays with a clear focus, coherent organization, and sufficient detail
3. Develop and apply their knowledge of standard English conventions in their speaking, writing, revising, and editing.
4. Pose questions, listen actively to the ideas of others, contribute their own information or ideas in group discussions or in oral presentations
5. Compare and contrast themes, cultural values and influences, and literary elements in multiple works of literature
6. Make connections between the text, their own lives, and a variety of media

Relationship to the Massachusetts English Language Arts Curriculum Framework

1. Analyze differences in responses to focused group discussion in an organized and systematic way (2.6)
2. Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone and vocabulary (3.17)
3. Create an appropriate scoring guide to evaluate final presentations (3.18)
4. Identify and use correctly new words acquired through study of their different relationships to other words (4.26)
5. Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed (4.27)
6. Identify, describe, and apply all conventions of standard English (5.30)
7. Explain and evaluate the influence of the English language on world literature and world cultures (5.32)
8. Analyze and explain how the English language has developed and been influenced other languages (5.33)
9. Analyze the role and place of standard American English in speech, writing, and literature (6.10)
10. Analyze how a dialect can be a source of negative or positive stereotypes among social groups (6.11)
11. For imaginative/literary texts, identify and analyze the point(s) of view (8.32)
12. For imaginative/literary texts, analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood (8.33)
13. For informational/expository texts, analyze and evaluate the logic and use of evidence in an author's argument (8.34)
14. Relate a literary work to the seminal ideas of its time (9.7)
15. Identify and analyze characteristics of genres that overlap or cut across the lines of genre classifications (10.6)
16. Apply knowledge of the concept that a text can contain more than one theme (11.6)
17. Analyze and compare texts that express a universal theme, and locate support in the text for the

identified them (11.7)

18. Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes (12.6)

19. Analyze and evaluate the logic and use of evidence in an author's argument (13.26)

20. Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes (13.27)

21. Analyze and evaluate the appropriateness of diction and imagery (14.6)

22. Identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone; and provide evidence from the text to support their understanding (15)

23. Analyze the influence of mythic, traditional, or classical literature on later literature and film (16.12)

24. Identify and analyze types of dramatic literature (17.8)

25. Identify and analyze dramatic conventions (17.9)

26. Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques (19.28)

27. Write poems using a range of forms and techniques (19.29)

28. Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation (19.30)

29. Use effective rhetorical techniques and demonstrate an understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments (20.6)

30. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed (21.9)

31. Use all conventions of standard English when writing and editing (22.10)

32. Organize ideas for emphasis in a way that suits the purpose of the writer (23.14)

33. Craft sentences in a way that supports the underlying logic of the ideas (23.15)

34. Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources (24.6)

Assessment Tools

Success in Senior English (AP) will be assessed by the following methods:

1. Homework may be checked for completeness, accuracy, and/or depth of understanding
2. Quizzes are given as needed
3. Unit tests consist of multiple choice, short answer, and/or open-response items.
4. In written responses, emphasis is placed on organization, focus, elaboration, accuracy, and depth of understanding.
5. Essay assignments are given in timed and untimed settings, and are assessed using a rubric.
6. Projects and other alternative assessments are often assigned to groups and individuals, and are assessed using a rubric.

Materials and Resources:

Core Textbook: Prentice, Hall World Masterpieces

Supplementary Texts: Warriner's English Grammar and Composition

Into The Wild (summer reading)

A Handmaid's Tale (summer reading)

He, She, and It (summer reading)

Oedipus

King Lear

Hedda Gabler

Othello

Beowulf

Grendel

Madame Bovary

Ethan Frome

Hard Times

Metamorphosis
Farewell to Arms
The English Patient
Hamlet
Waiting for Godot
Rosencrantz and Guildenstern are Dead
Song of Solomon
Mama Day

Supplementary Materials: Relevant newspapers and periodicals
Films and TV programs related to literary selections
Library and Internet resources as available

Relationship to the High School Student Expectations:

Students will have the opportunity to:

1. be an effective reader
2. be an effective writer
3. be an effective speaker/presenter/performer
4. be an effective information seeker/organizer