

Course Title: English 7-8 College Prep World Literature

Grade Level: 12

Length of Course: One Year

Prerequisites: None

Credit: 5 per semester

Course Description:

English 7-8 P provides a college preparatory study with an emphasis on the necessary language skills to meet the requirements of college English placement tests and of college freshman composition and literature courses. The course of study includes work requiring listening and note-taking skills, essay and report writing, essay exams, and analytical thinking skills. Students will complete competency skills for the California High School Exit Exam if not already achieved.

Goal Statements:

Reading: Word Analysis, Fluency, and Systematic Vocabulary

Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

Literary Response and Analysis

Students read and respond to historically culturally significant works of world literature. They conduct in-depth analyses of recurrent patterns and themes.

Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process.

Writing Applications

Students combine the rhetorical strategies of description, narration, exposition, and persuasion. Student writing demonstrates a command of standard English.

Oral and Written English Language Conventions

Students write and speak with a command of standard English conventions.

Listening and Speaking

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students use tone and vocabulary tailored to the audience and purpose. These goals may be met with discussions or writing exercises where more appropriate.

Speaking Applications

Students deliver presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard English.

Scope and Sequence:

- Reading
- Literacy response and analysis
- Writing strategies
- Writing applications (genres and characteristics)
- Oral and written English language conventions
- Listening and speaking
- Speaking applications (genres and characteristics)

Student Outcomes for all Units of Instruction:

READING

Vocabulary and Concept Development

- Trace the etymology of significant terms used in political science and history.
- Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

Reading Comprehension

* Comprehension and Analysis of Grade-Level-Appropriate Text

- Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- Verify and clarify facts presented in types of expository texts.
- Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

LITERARY RESPONSE AND ANALYSIS

Structural Features of Literature

- Analyze characteristics of sub-genres (i.e., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other basic genres.

Narrative Analysis of Grade Level Appropriate Text

- Analyze how irony, tone, mood, style, and “sound” of language are to achieve specific rhetorical and/or aesthetic purposes.

- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Analyze how authors over the centuries have used archetypes drawn from myth and tradition in literature.
- Analyze recognized works of world literature from a variety of authors, in order to contrast the major literary forms and techniques and the characteristics of the major literary periods (e.g., Homeric, Greece, Medieval Period, Romantic, Neoclassic, Modern).

Literary Criticism

- Evaluate the qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the terminology of literary-criticism.

WRITING STRATEGIES

Organization and Focus

- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- Use language in natural, fresh, and vivid ways to establish a specific tone.
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- Integrate databases, graphics, and spreadsheets into word-processed documents.

Revising and Evaluating Strategies

- Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

WRITING APPLICATIONS

Analytical Compositions

- Demonstrate a comprehensive understanding of the significant ideas in works or passages.

- Analyze the use of *imagery*, language, universal themes and/or unique aspects of text.
- Support key ideas and viewpoints through accurate and detailed references to the text and/or to other works.
- Demonstrate an understanding of the author's use of stylistic devices and an appreciation for the effects created.

ORAL AND WRITTEN ENGLISH LANGUAGE CONVENTIONS

Manuscript Form

- Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- Reflect appropriate manuscript requirements in writing.

LISTENING AND SPEAKING

Organization and Delivery of Communication

- Distinguish between and use various forms of logical arguments, including inductive and deductive reasoning, syllogisms and analogies.
- Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

Analysis and Evaluation of Oral and Media Communications

- Critique a speaker's diction and syntax in relation to the purpose of a communication and the impact the words may have on the audience.
- Identify logical fallacies used (e.g., *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- Analyze persuasive communications and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

SPEAKING APPLICATIONS

Reflective Presentations

- Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- Maintain a balance between describing the incident and relating it to more general, abstract ideas.

Reports

- Demonstrates an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- Identify and assess the impact of perceived ambiguities, nuances and complexities within the text.

Recitation Techniques

- Recite poems, selections *from* speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

Instructional Strategies:

English teachers utilize a wide variety of teaching techniques. Teachers exercise professional judgment in selecting appropriate instructional strategies, basing their selection of such factors as:

- Topic being studied
- Mix and number of students in a class
- Time constraints
- Availability of equipment and materials

Within the English Department all of the following instructional strategies might be used during the course of the year:

- Guided discussion
- Lecture
- Small group activities
- Cooperative learning
- In-class writing exercises, such as:
 - Quick-writes
 - Learning logs, reading logs
 - Paired writing
 - Journals
 - Timed writing
- Outside of class writing assignments, such as:
 - Literary analysis
 - Personal narrative
 - Poetry
 - Creative response
- Teacher made or duplicated materials, such as:
 - Excerpts from selected literature and document
 - Newspaper and magazine articles
 - Study guides
 - Worksheets
- Supervised independent work during class
- Student presentations, either oral or written

- Individual
- Group
- Examinations, written and oral, objective and subjective
- Audiovisual materials such as film, video, laser disk, slides, music
- Debates
- Dramatic readings
- Individual assistance during Study Hall or other non-class time
- Library exercises
- Outside speakers
- Computer assisted instruction
- Classroom theater: reading or acting plays
- Literature based art projects
- Book reviews
- Class field trips (when funds are available)
- Multimedia presentations

Assessment Strategies:

Teacher assessment of:

- Examinations
- Writing applications and testing
- Homework
- Peer assessment
- High School Exit Exam
- Portfolios
- Presentations
- Journals

Skills to be Mastered:

- Understand that a variety of themes occurs in literature and recognize these themes in the literature of the countries and cultures of the world.
- Become aware of the different genres of literature contained within the thematic approach
- Become better readers applying their knowledge of word origins encountered.
- Write with clarity and organization, conducting in-depth analysis of recurrent patterns and themes, and employing rhetorical strategies.
- Recognize figurative language.
- Become familiar with basic literary terminology.
- Speak and interact with thought, sensitivity, and understanding through the delivery of presentations that combine a command of standard English with complex thought process.
- Recognize and learn how to correct basic grammar errors.
- Use computer for research, writing and editing.

Instructional Materials:

Elements of Literature, Holt, Reinhart and Winston

The Student Handbook for Writing and Learning, *Writer's Inc.*

District: These literature selections are read at San Rafael and Terra Linda High Schools

Adventures in English Literature (Houghton Muffin Anthology)

The Canterbury Tales, Chaucer

The Stranger, Camus OR *Heart of Darkness*, Conrad OR

One Day in the Life of Ivan Denisovich, Solzhenitzyn

Hamlet OR *Macbeth* OR *Othello*, Shakespeare

San Rafael High

Beowulf

1984, Orwell

The Power of One, Courtenay

Metamorphosis, Kafka

One Flew Over The Cuckoo's Nest, Kesey

Oedipus Cycle, Sophocles

Frankenstein, Shelly

Additional materials will be reviewed and approved by the Curriculum Council.