

**English 4A and 4B**

**Vocabulary Development:** In English IV, the vocabulary and literary terms and concepts are integrated into the literature and nonfiction texts that students are reading. A variety of instructional strategies are employed to introduce, practice, and master vocabulary and terms.

<b>Word Analysis</b>	Study, learn, and use the literal, connotative, and figurative meanings of words in grade level fiction and non-fiction texts.
<b>Word Study</b>	Study simple roots, prefixes, and suffixes.
<b>Analogies</b>	Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
<b>Literary terms</b>	While reading literature and nonfiction texts, students study and learn grade-level terms and concepts. (See attached grid.)
<b>Academic Vocabulary</b>	Study high-incident academic vocabulary. (See attached list)

**Reading Comprehension:** In English IV, students read at least six full literary works per year drawn from the core literature list and literature anthology. Short story and poetry units may substitute a core literature selection or two of the six works may be read in literature circle/book groups.

<b>Reading Genre</b>	Students continue to learn to read, recognize, and understand the features of various genres in literature: autobiography, memoir, nonfiction texts, essays, poetry, drama, and to analyze the organizational patterns, arguments, and positions advanced in public documents, such as policy statements, speeches, debates, and platforms.
<b>Reading Strategies</b>	Students use strategic and metacognitive strategies such as: predicting, questioning, making connections, summarizing, synthesizing, note-taking, oral discussion and debate in order to comprehend, and extend ideas presented in the text through original analysis, evaluation, and elaboration.
<b>Critical reading analysis</b>	Students critique the power, validity, and truthfulness of arguments set forth in public and 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:** In English IV, students read world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, and modern).
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings. Students analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings

<b>Genre</b>	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
<b>Literary features and elements</b>	Understand the primary features of a literary text and recognize poetic devices and poetry terms. Analyze the ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

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<b>Character analysis</b>	Analyze characters and interactions between characters and explain the way those interactions affect the plot. Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy and through indirect through actions, appearance, speech, thoughts, and others' reactions. Explore the differences between archetypes vs. stock characters and the traditional vs. the modern hero. (Also, the anti-hero)
<b>Interpretation</b>	Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

**Writing and Presentation Forms and Structures:** In English IV, students demonstrate control of sentence and paragraph structures. Students write coherent and focused essays that demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. Students use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes. By the end of the year, 12th grade students should be able to produce a text of at least 1,500 words (4-5 pages 2x-spaced 12 pt. font). Students will write at least one paper per grading period outside of class which is graded by the teacher oral argumentation and responses to literature.

<b>Multi-paragraph reflective writing (The College Essay)</b>	<ul style="list-style-type: none"> <li>• Explains the significance of some experiences, events, conditions, or concerns.</li> <li>• The body paragraphs draw comparisons and relationships between the writer's personal experiences or beliefs and universal themes.</li> <li>• The body paragraphs maintain a balance in describing personal experiences and beliefs and discussing general and abstract ideas.</li> <li>• Creates a structure appropriate to purpose and audience</li> <li>• Uses a variety of writing strategies such as describing concrete details, comparing and contrasting, and creating a scenario.</li> <li>• Writer pays close attention to tone and utilizes literacy devices such as metaphor and analogy to persuade reader.</li> </ul>
<b>Multi-paragraph Interpretative Essay</b>	<ul style="list-style-type: none"> <li>• Introduction includes summary of significant ideas in literary work or expository text.</li> <li>• Body paragraphs (5+) include accurate and detailed reference to textual evidence and maintain a consistent tone and focus.</li> <li>• Writing includes an awareness of author's stylistic and literary devices and demonstrates a clear sense of audience.</li> <li>• Writing includes an interpretation and analysis of themes, symbols, and textual nuances and complexities.</li> <li>• Conclusion restates and extends thesis.</li> </ul>
<b>Multi-paragraph Point of view or Essay of Argumentation</b>	<ul style="list-style-type: none"> <li>• Introduction includes thesis and background information.</li> <li>• Body paragraphs (5+) with supporting evidence, include examples, counter-arguments, and explain how evidence supports thesis.</li> <li>• Incorporate the use of transitional words (although, however, despite, ect...)</li> <li>• Conclusion restates and extends thesis.</li> <li>• In persuasive presentations, recognize and use elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate.</li> </ul>

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<b>Résumés, Letter of Interest</b>	<ul style="list-style-type: none"> <li>• Letters include an introduction with clear and purposeful information. The intended audience is addressed appropriately.</li> <li>• Letters include a well-developed beginning, middle, and end. The closing highlights the central idea (e.g., interest and contact information.)</li> <li>• Use of appropriate tone, vocabulary, and style to address intended audience and uses direct, plain language to make meaning clear.</li> <li>• Conventional style and format for that type of document (e.g., resume, memorandum.)</li> </ul>
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**Writing Strategies:** In English IV, to develop fluency and stamina, students practice writing daily and write on many topics that allow them to make personal connections. Students develop their own voice and sense of audience. Attention is paid to developing students' self-concept as writers. Students participate in meta-cognitive reflection about their writing process and their own growth as writers. Writing folders are maintained in classrooms in order to capture a body of student work.

<b>Style</b>	<ul style="list-style-type: none"> <li>• Students learn to use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice and use language in natural, fresh, and vivid ways to establish a specific tone.</li> <li>• Students learn to 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.</li> </ul>
<b>Writing Process</b>	<ul style="list-style-type: none"> <li>• Understand and apply the stages of the writing process including: prewriting, drafting, revising, editing, publishing and evaluate the writings of self and others using appropriate rubrics.</li> <li>• Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</li> <li>• 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.</li> </ul>
<b>Written Presentation</b>	<ul style="list-style-type: none"> <li>• Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals.</li> <li>• Design and publish documents by using advanced publishing software and graphic programs.</li> </ul>
<b>Multi-Media presentation</b>	Students combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD- ROMs, the Internet, electronic media-generated images).

**Written and Oral Language Conventions:** Attention to the standards of academic English is ongoing and should be measured in the context of students' speaking and writing. The teacher correction of errors should be focused and limited to one or two conventions at a time. Students should be taught to proofread and edit. Students should demonstrate an understanding of Academic English and control of grammar and use correct punctuation, spelling, and capitalization.

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**Listening and Speaking Strategies and Applications:** Listening and speaking applications should be taught in conjunction with reading comprehension, literary response, and writing applications.

<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Recognize strategies used by the media to inform, persuade, entertain, and transmit culture.</li> <li>• Analyze the impact of the media on the democratic process at the local, state, and national levels.</li> <li>• Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers</li> </ul>
<b>Organization and Delivery</b>	<ul style="list-style-type: none"> <li>• Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.</li> <li>• Distinguish between and use various forms of classical and contemporary logical arguments, including:             <ul style="list-style-type: none"> <li>c. Inductive and deductive reasoning</li> <li>d. Syllogisms and analogies</li> </ul> </li> <li>• Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</li> <li>• Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</li> <li>• Use effective and interesting language, including:             <ul style="list-style-type: none"> <li>d. Informal expressions for effect</li> <li>e. Standard American English for clarity</li> <li>f. Technical language for specificity</li> </ul> </li> <li>• Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</li> <li>• Evaluate when to use different kinds of effects create effective productions</li> </ul>
<b>Analysis and Evaluation of Oral and Media</b>	<ul style="list-style-type: none"> <li>• Critique a speaker’s diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.</li> <li>• Identify logical fallacies used in oral addresses</li> <li>• Analyze the four basic types of persuasive speech and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.</li> <li>• Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness</li> </ul>
<b>Recitation</b>	<p>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”).</p>