

English Language Arts Curriculum Guide

Grade 12



Moore Public Schools

2001-2002

English Language Arts Curriculum

Writing						English IV					
1	2	3	4	5	6	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV
Introduced and Reinforced						R	R	M	M	A	A

<p>District Objective 1</p> <p>The student will <u>use a writing process</u> to develop and refine composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.</p> <p>Students will write compositions in which they</p> <ol style="list-style-type: none"> 1. identify the focus and purpose of a complex essay, applying that knowledge to determine the rhetorical effect of a new or existing sentence, and the need to add supporting detail or to delete plausible but irrelevant material. 2. add a sentence to accomplish a subtle purpose such as emphasis and to express meaning through connotation. 3. add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay. 4. eliminate details that clearly violate the focus of the essay. 5. delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole. 	<p>Quarter</p> <p>Students must use the full writing process at least once each quarter. Focus is on <u>editing and revising</u>.</p> <hr/> <p>Time</p> <p>8-10 days per quarter (includes Objectives 1-3)</p>
<p>• EXPLORE • CRT • PLAN • EOI • ACT • AP</p> <p>PASS Standard: WG 1 NCTE National Standards: 4, 5</p>	

Text Correlation	Textbook Rating – 1		Additional Resources
<p>MHS <i>The Writer’s Craft</i></p> <p>Writing Handbook: process, pp 326-414 style, pp 416-455</p>	<p>WHS <i>Writer’s Inc.</i></p> <p>Sections 3-130</p>		<p>See Writing Appendices for</p> <ul style="list-style-type: none"> • Rubrics, pp 51-64 • Writing Prompts, pp 65-83 <p><i>Daily Language Builder</i> or <i>BEST Standards for Transition: ACT English Guide</i></p>

Assessments for Objective 1

1. Students will write a variety of papers, including the required expository, reflective, persuasive/argumentative, research, and literary essays. However, these essays do not need to be 5 separate papers. For example, the research and/or literary essay may be used to fulfill the expository or persuasive requirement. Four (4) papers are required in student portfolios. Writing prompts, rubrics, and portfolio cover pages are in the **Writing Appendices**.

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- Write about someone who has influenced you. Describe how the person made such an impact on you, how your life changed because of the person's influence, or what it is about his or her personality which made you pay attention to his or her advice (prompt 167 from the Writing Prompts section in the **Writing Appendices**, P 81).
2. See sample ACT test questions in *Standards for Transition: ACT English Guide* for ways to assess writing in a multiple choice format.

<h3>Suggested Strategies/Activities for Objective 1</h3>
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1. Have students practice the process of **revision** by
- writing complete simple, compound, and complex sentences using the process of coordination and subordination.
 - changing short, choppy, uninteresting sentences into smooth, effective, and interesting ones avoiding cliches and trite expressions.
 - using vivid adjectives, adverbs, and verbs to replace dull modifiers and verbs.
2. Have students work in groups to revise essays. For example, students should ask the following questions about their reflective essays. For each question students should give a response and suggestions.
- Did I make it clear why my experience holds such significance for me?
 - Did my essay hold your interest? Where, if anywhere, did you feel your interest lagging?
 - Is any part confusing? What made that part unclear?
 - When you finished reading my essay, what did you think, feel, or want to do?
 - Do my reflections hold true in your life as well? How?
3. Have students write an essay in which they explain how they have prepared themselves for life after high school.
4. Have students respond to job interview questions in essay form. The following are sample questions:
- What are your strong points?
 - What are your weaknesses?
 - Why should you be hired?
 - How much are you worth in salary?
 - Describe your ideal working environment.

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Assessments for Objective 2

1. Students will write a variety of papers, including the required reflective, persuasive/argumentative, and expository essays. Writing prompts, such as the following, and rubrics are in the **Writing Appendices**.
 - **Reflective:** Think about an important choice you have had to make. It could be a choice involving a person, an action, an event, or a purchase. Explain the choice and tell why it is or was important. How has the choice made a difference in your life?
 - **Persuasive:** Some people believe that sports in public high schools are overemphasized. Explain why you feel sports are or are not overemphasized.
 - **Expository:** If you could change just one thing, what would it be? Write a paper explaining the change and why you would make it. It might be a change in yourself, in another person, at home, at school, in your community, or in your country.
2. See sample ACT test questions in *Standards for Transition: ACT English Guide* for ways to assess writing in a multiple choice format.

Suggested Strategies/Activities for Objective 2

1. Have students write in a variety of modes. Appropriate writing activities include, but are not limited to, the following:
 - A business letter or other type of correspondence
 - A daily/weekly journal
 - A writing contest entry
 - Newspaper articles and investigative reports
 - An original children's story or one written from another point of view
 - Essay prompt responses (see Objective 3)
 - Documented essays
 - College and/or career searches; e.g., write letters requesting recommendations and information about colleges or places of employment, or write essays, brief and multi-paragraph, in response to prompts which appear on applications for employment.
2. Have students assume the voice of an Irish citizen writing in opposition to Swift's "A Modest Proposal."
3. Have students edit their writing, focusing on effective use of transitional devices (see **Grammar Appendices**, p 53), grammar, usage, and mechanics..
4. See Suggested Strategies/Activities under Objective 1.

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4. Students are required to produce a typed, documented literary essay using text as the only source (see Objective 4). Recommended length is three pages. Documentation must follow MLA style. The following suggested topics are appropriate:
- Compare or contrast two characters from *The Canterbury Tales* (e.g., Wife of Bath and the Prioress or the Pardoner and Parson).
 - Write an essay explaining how Beowulf qualifies as an epic hero.
 - Prove that Macbeth is a tragic hero.
 - Defend this statement: The “Prologue” to *The Canterbury Tales* reveals the wisdom in the axiom: the more things change, the more they stay the same.
 - Explain how Shakespeare in *Macbeth* demonstrates that treachery breeds savagery.

Suggested Strategies/Activities for Objective 3
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1. To help students understand theme, teach an analytic method such as DIDLS and TP-CASTT (see **Literature Appendices**, pp 19-20).
2. Have students write a comparison of two critical interpretations of a poem or a work of fiction.
3. From two different works of literature, have students compare or contrast two characters.

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choosing support, using parenthetical documentation, compiling a works cited page, and formatting according to MLA.

- narrow a topic to focus on a specific research thesis.
 - recognize plagiarism and utilize methods to avoid it.
 - primary from secondary sources and utilize both in research projects.
 - understand that to be convincing, an argument must have both true statements and valid connections among them.
 - analyze the effectiveness of arguments based on the extent to which they rely on facts versus opinions.
 - understand that when people try to prove a point, they may at times select only the information that supports it and ignore the information that contradicts it.
 - identify techniques used to slant information in subtle ways.
 - identify the logic of arguments that are based on quantitative data.
 - identify or seek out the critical assumptions behind a line of reasoning and use that to judge the validity of an argument.
2. Suggested research topics include, but are not limited, to the following:
- Have students research the relationship between chronic absenteeism and job security or research the consequences of dropping out of high school.
 - From two different works of literature, compare or contrast two characters.
 - From selected works of literature, examine the symbolism used in the work, e.g., *Anthem*, *Macbeth*, *Lord of the Flies*, *The Secret Sharer*.
3. Have students prepare a project as part of a study in another subject and/or a project that recounts substantial information on a topic gathered by a student over a period of time.
4. Have students peer edit their documented papers.

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Writing											English IV	
1	2	3	4	5	6	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV	
N A								I	R	M	A	

<p>District Objective 5</p> <p>The student will demonstrate essay test-taking techniques by addressing and analyzing the question and using such methods as comparison/contrast, analysis, exposition, and persuasion.</p>	<p>Quarter</p> <hr/> <p>1 per quarter</p> <p>Time</p> <hr/> <p>1-2 days per quarter</p>
<p>○ EXPLORE ● CRT ○ PLAN ○ EOI ○ ACT ● AP</p> <p>PASS Standard: NCTE National Standards: 3, 5, 6</p>	

Text Correlation	Textbook Rating – 1	Additional Resources
<p>MHS <i>The Writer’s Craft</i></p> <p>Writer’s Workshop 10, pp 308-321</p>	<p>WHS <i>Writer’s Inc.</i></p> <p>Sections 502-509</p>	<p>“Teaching Students How to Take Essay Exams and Timed Writings,” Jane Schaffer Publications</p> <p><i>Write for College</i></p>

Assessments for Objective 5

1. Have students write under timed conditions, using a variety of methods of organization.
2. Include essay test questions at regular intervals in your testing schedule.
3. See Assessments under Objectives 1, 2, and 3.

Suggested Strategies/Activities for Objective 5
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1. Review essay prompts, models, and command words with students.
2. Have students practice time-management techniques through timed essay practice.
3. See Suggested Strategies/Activities under Objectives 1, 2, and 3.

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Directions: In the passage that follows, certain sentences are underlined and numbered. In the right hand column you will find alternatives for each underlined portion. Choose the best way to write each underlined sentence. If the underlined sentence is correct and no change is a choice, choose it.

Robert Adkins was waiting at the hospital
1
for his wife to return from surgery. He struck up a
conversation with a man in the waiting room. The
men started talking about their World War II army
days and soon discovered that they had served in
the
same battalion. When Adkins mentioned that his
2
best friend in the battalion, Roy Stump, had been
killed, the stranger began to smile. He then
revealed that he was Roy Stump and explained what
had happened to him. After receiving the severe
3
wounds that Adkins thought had killed him, Stump
had been transported to a hospital, he had recovered
completely. As it turned out, the two men had lived
within a few miles of each other for over 40 years.
Adkins and Stump quickly renewed their friendship
they planned future celebrations to make up for lost
time.

(Adapted from the online Texas Assessment of
Academic Skills.)

1. A. While waiting at the hospital for his wife to return from surgery, Robert Adkins struck up a conversation with a man in the waiting room.
B. Before Robert Adkins was waiting at the hospital for his wife to return from surgery, he struck up a conversation with a man in the waiting room.
C. Robert Adkins was waiting at the hospital for his wife to return from surgery, which struck up a conversation with a man in the waiting room.
D. Robert Adkins was waiting at the hospital for his wife to return from surgery, and it was during this time that he struck up a conversation with a man in the waiting room.
2. F. NO CHANGE
G. When Adkins mentioned that his best friend in the battalion, Roy Stump, had been killed. The stranger began to smile.
H. Adkins mentioned that his best friend in the battalion, Roy Stump, had been killed, then the stranger began to smile.
J. Adkins mentioning that his best friend in the battalion, Roy Stump, had been killed. The stranger began to smile.
3. A. NO CHANGE
B. After receiving the severe wounds that Adkins thought had killed him. Stump had been transported to a hospital and had recovered completely.
C. After receiving the severe wounds that Adkins thought had killed him, Stump had been transported to a hospital. Where he had recovered completely.
D. After receiving the severe wounds that Adkins thought had killed him, Stump had been transported to a hospital, where he had recovered completely.

Suggested Strategies/Activities for Objective 6

1. In their writing have students
 - maintain consistent verb tense and pronoun person in compound sentences or between sentences.

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- correct glaringly inappropriate shifts in verb tense or voice.
 - maintain a consistent and logical use of verb tense and pronoun person (see Conjugation unit in **Grammar Appendices**, pp 7-18).
 - avoid the pitfalls of hypercorrection, correctly using reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronoun *who* rather than *whom*.
2. Choose excerpts from student writing with specific writing errors. Make copies or transparencies of the excerpts. Individually, in small groups, or as a class, edit and revise the writing.
 3. Have students compose at the computer and use word processing tools to correct errors.

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2. Use a literary passage, essay, or letter to assess grammar in context as the following example, formatted similar to the ACT, illustrates:

Directions: In the passage that follows, certain words and phrases are underlined and numbered. In the right hand column, you will find alternatives for each underlined part. Choose the one that best expresses the idea or makes the statement appropriate for standard written English.

Karen Hartley didn't know she was
1
headed for trouble when she skied off the trail
at a Utah ski resort one day. She thought that
someone would be able to take her back up the
slopes, but she soon realized that there was no
2
one around. Aware that she would have to
spend the night alone on the snowy mountain,
Karen devised a plan. She knew that moving
around might keep her from freezing to death, so
3
she began to dance to tunes that she sang to
herself. She danced to every song she could
4
remember current hits, show tunes, popular
5
classics, Holiday songs, and camp melodies she
had learned as a child. When a search helicopter
finally discovered her 18 hours later, Karen was
tired but unhurt. Her vivid recollection of music
had probably saved her life.

(Adapted from the online Texas Assessment of
Academic Skills.)

1. A. NO CHANGE
B. didn't no she was headed for trouble
C. didnt know she's headed for trouble
D. didn't know she was headed for trouble
2. F. NO CHANGE
G. slopes, but she soon realized that their was no one
H. slopes, she soon realized that there was no one
J. slopes but she soon realized that there was no one
3. A. NO CHANGE
B. around might keep her from freezing to death, so
C. around might of kept her from freezing to death, so
D. around might keep her from freezing to death; so
4. F. NO CHANGE
G. ever song she could remember: current
H. every song, she could remember current
J. every song she could remember: current
5. A. NO CHANGE
B. show tunes, popular classics, songs from holidays, and
C. show tunes, popular classics, holiday songs, and
D. show tunes, popular classics, holiday songs and

Suggested Strategies/Activities for Objective 7

1. In their writing have students
 - use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing

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- compound subjects or verbs.
- work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.
- provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.
- ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb (see Conjugation unit in **Grammar Appendices**, pp 7-18).
- deal with multiple punctuation problems, e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical.
- use a colon to introduce an example or an elaboration.

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(PASS RL 2. 3b; WG 2. 4c).

2. Have students analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact (**PASS OL 2.1**).
3. Have students present reports using appropriate delivery and language skills. Delivery refers to volume, rate, enunciation, and movement; language skills refer to pronunciation, word choice, and usage (**PASS OL 2**). For activities 2 and 3 see Oral Presentation and Oral Presentation Critique Form and/or Scoring Guide for Public Speaking in the **Listening & Speaking Appendices**, pp 17-23, 31-32, 34.

Suggested Strategies/Activities for Objective 8

1. Have students give oral presentations of poetry.
2. Have students demonstrate interviewing skills in small groups by role playing the interviewer and interviewee.
3. Have students create oral essay responses to questions posed during mock employment interviews.
4. Have students cooperate in small groups to do the following for a class presentation:
 - Interpret and explain scenes from a Shakespearean play.
 - Produce, write, and perform updated versions of classic literature.
 - Analyze a particularly complex or dense work of literature.
5. Have students write and present a parody of a literary work, e.g., *Canterbury Tales*, “A Modest Proposal,” a sonnet, “The Passionate Shepherd.”
6. Have students give oral presentations of selected essays. Suggested oral presentations include, but are not limited to, the following:
 - Body Biography – a visual and written portrait illustrating several aspects of the character’s life in the novel (see The Biography Map in the **Listening & Speaking Appendices**, pp 1-2).
 - Life Map – a visual and written panel illustrating all significant elements for the purpose of teaching and/or reviewing the class (see The Life Map in the **Listening & Speaking Appendices**, p 5).
 - Mind Map – a visual and written portrait illustrating several aspects of a character’s interior life within the story (see The Mind Map in the **Listening & Speaking Appendices**, pp 6-7).
7. Have students participate in discussion groups (see Inner-Outer Circles in the **Listening & Speaking Appendices**, pp 3-4).

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8. Have students prepare and present to the class a documented essay. (This meets the research requirement outlined in Objective 4.) The following documented essay assignments are appropriate for students:
- Address a problem-solution.
 - Evaluate or critique a product or policy.
 - Compare a school issue to broader societal concerns, e.g., chronic absenteeism, high school dropouts.
 - Explain how some experiences, conditions, or concerns have universal significance.
 - Prove that a particular work of literature has verisimilitude.
 - Analyze the author's use of an adult narrator to recount a childhood experience.
 - Analyze a work in its historical context.
 - Compare of a piece of literature with its media presentation.
 - Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles.
 - Evaluate the stance of a writer in shaping the presentation of a subject.
9. See Suggested Strategies/Activities under Objective 15.

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Listening/Speaking						English IV					
1	2	3	4	5	6	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV
Introduced and Reinforced						I	I	R	R	M	A

<p style="text-align: center;">District Objective 9</p> <p>The student will</p> <p style="padding-left: 20px;">Determine the purposes for <u>listening</u>; i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts.</p> <p style="padding-left: 20px;">Recognize and understand barriers to effective listening; i.e., internal and external distractions, personal biases, and conflicting demands.</p> <p style="padding-left: 20px;">Evaluate the spoken message in terms of content, credibility, and delivery.</p> <p style="padding-left: 20px;">Understand the major ideas and supporting evidence in informative and persuasive messages and defend a point of view using precise language and appropriate details.</p> <p style="padding-left: 20px;">Predict, clarify, analyze, and critique a speaker’s information and point of view.</p> <p style="padding-left: 20px;">Distinguish between the speaker’s opinion and verifiable facts.</p>	<p style="text-align: center;">Quarter</p> <hr/> <p style="text-align: center;">ongoing</p> <p style="text-align: center;">Time</p> <hr/> <p style="text-align: center;">See Objective 8</p>
<p style="font-size: small;">○ EXPLORE ○ CRT ○ PLAN ○ EOI ○ ACT ○ AP</p> <p>PASS Standard: OL 2 NCTE National Standards: 1, 3, 4, 8, 9</p>	

<p>Text Correlation</p> <p>MHS <i>The Writer’s Craft</i></p> <p>Interviewing, p 210</p> <p>Workplace Skills, pp 848-851</p>	<p>Textbook Rating – 2</p> <p>WHS <i>Writer’s Inc.</i></p> <p>Sections 480-482</p> <p>Sections 544-574</p>	<p>Additional Resources</p> <p>See Listening & Speaking Appendices for</p> <ul style="list-style-type: none"> • Paraphrasing for Effective Communication, pp 15-16 • Scoring Criteria for Listening Skills, p 33
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Assessments for Objective 9

1. Have students analyze and evaluate the effectiveness of the techniques used in media messages for a particular audience (**PASS VL 2**).

2. Have students interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (**PASS VL 1**).

3. Use the Paraphrasing for Effective Communication activity in the **Listening & Speaking Appendices**, pp 15-16.

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Suggested Strategies/Activities for Objective 9

1. Have students distinguish fact, opinion, and fiction in print and nonprint media, such as in literature, electronic media, and advertising.
2. Have students discuss and find examples of common logical fallacies such as the following (adapted from *Harbrace College Handbook*, 13th ed., Harcourt, pp 218-219):
 - **Ad hominem:** A personal attack on an opponent's character, usually appealing to feelings or prejudices, that draws attention away from an issue under consideration. (Faulty: She will not be a good teacher because some of her college grades were Cs.)
 - **Bandwagon:** An argument which says, in effect, "Everyone's doing or thinking this, so you should too." (Faulty: Everyone is cutting classes so why shouldn't you?)
 - **False analogy:** The assumption that because two things are alike in some ways, they must be alike in other ways. (Faulty: Because the textbooks are the same length, they are probably equally good.)
 - **False dilemma (Either-or fallacy):** States that only two alternatives exist when, in fact, there are more than two. (Faulty: We have only two choices: to cut class and miss the test or to take the test and fail it.)
 - **Hasty generalization:** A generalization based on too little evidence or on exceptional or biased evidence. (Faulty: George is a poor student because he failed the test.)
 - **Non sequitur:** A conclusion that does not follow logically anything previously said. (Faulty: Sharon is a lovely girl; therefore, she will win the contest.)
 - **Oversimplification:** A statement that leaves out relevant considerations to imply that there is a single cause or solution for a complex problem. (Faulty: We can eliminate the homeless by building more houses.)
 - **Red herring:** Distracting attention from the real issue by drawing attention to an irrelevant issue. (Faulty: Why worry about absenteeism when we should be trying to build a better football team.)
3. Select five students to portray Macbeth in a question and answer series called "To Tell the Truth." The rest of the class will ask questions to which each of the Macbeths will respond. At the end of the question and answer session, the class will determine which of the five is the real Macbeth based on the responses given. Whether the final determination is decided by simple vote or a consensus, specific references should be made during the discussion to support which Macbeth seems to be the real one.
4. See Suggested Strategies/Activities under Objectives 8 and 15.

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- actively solicit another person’s comment or opinion.
 - offer their own opinions forcefully without dominating.
 - practice responding appropriately to comments and questions and by elaborating as needed.
 - volunteer contributions and respond when directly solicited by teacher or discussion leader.
 - clarify, illustrate, or expand on a response when asked to do so and ask classmates for similar expansions.
 - employ a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluation solution).
 - divide labor so as to achieve the overall group goal efficiently.
 - give reasons in support of opinions expressed.
 - share original compositions.
 - discuss tolerance and intolerance as illustrated in literature.
3. Have students
- develop and negotiate a classroom rubric.
 - engage in classroom town meetings.
 - participate in book talks with other students.
 - participate in peer writing response groups.
4. As part of a unit on *Beowulf* (or other appropriate assignment), have students
- interview a family member whom the student considers heroic.
 - write a paper based on the interview.
 - sit around a mock campfire and share stories.
5. To ensure that students have exposure to career connection activities and develop team-building skills, teachers should use an activity such as the following:
- Have students cooperate in small groups to produce, write, and perform updated versions of classic literature.
 - Have students develop a marketing brochure for their English course.
6. Have students demonstrate job readiness by meeting deadlines for a long-term project such as the researched essay.
7. See Suggested Strategies/Activities under Objectives 8, 9, and 15.

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Assessments for Objective 11

1. See AP Questions in the **Writing Appendices**, pp 1-11.
2. Have students analyze, evaluate, and explain the thinking or behavior represented in a work of literature from or about various past and/or present cultures and relate it to his own culture (**PASS RL 3. 4**).
3. See Assessments under Objectives 3, 12-14.

Suggested Strategies/Activities for Objective 11

1. Have students expand vocabulary through word study, literature, and class discussion. For example, students are expected to distinguish connotation and denotation of words, etymology, levels of usage, and neologisms (**PASS RL 1**).
2. Have students identify some major influences on language and how language changes. For example, vowel shift and fewer inflections are typical of patterns of change. Changes in politics (glasnost, apartheid) and technology (Internet, laser) are examples of how new words are added to our vocabulary (**PASS VI. C**).
3. Have students write an analysis of a section of a novel in terms of its significance to the novel as a whole.
4. Have students write a comparison of two critical interpretations of a poem or a work of fiction.
5. Have students participate in book talks with other students.
6. Have students role-play to better understand a certain historical event.
7. See Suggested Strategies/Activities under Objectives 3, 12-14.

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Literature						English IV					
1	2	3	4	5	6	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV
N A – See Reading Curriculum						I	I	I	R	M	A

<p style="text-align: center;">District Objective 12</p> <p>The student will demonstrate a knowledge of and an appreciation for various <u>forms (genres) of literature</u>, such as short story, novel, drama, narrative, epic, lyric, and pastoral poetry, essay, and informational texts.</p> <p>The student will analyze characteristics of <u>subgenres</u> such as satire, parody, and allegory. (See Objective 3)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Quarter</td></tr> <tr><td style="text-align: center;">ongoing</td></tr> <tr><td style="text-align: center;">Time</td></tr> <tr><td style="text-align: center;">See Objective 11</td></tr> </table>	Quarter	ongoing	Time	See Objective 11
Quarter					
ongoing					
Time					
See Objective 11					
<p style="text-align: center;"> <input type="radio"/> EXPLORE <input type="radio"/> CRT <input type="radio"/> PLAN <input checked="" type="radio"/> EOI <input type="radio"/> ACT <input checked="" type="radio"/> AP </p> <p> PASS Standard: RL 3.1 NCTE National Standards: 1, 2, 6 </p>					

<p>Text Correlation Textbook Rating – 1</p> <p style="text-align: center;"><i>Language of Literature</i></p> <p>See textbook index for list of appropriate selections.</p> <p>Teacher’s Edition, pp A21-A47</p>	<p style="text-align: center;">Additional Resources</p> <p>See Writing Appendices for</p> <ul style="list-style-type: none"> • AP Questions, pp 1-11 <p>See Literature Appendices for</p> <ul style="list-style-type: none"> • Composite District-Approved Reading List for English, pp 3-10 • Literary Terms, pp 11-18 <p><i>A Handbook to Literature</i>, 8th ed. <i>Writing About Literature</i>, 9th ed. www.litincontext.com</p>
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Assessments for Objective 12

1. Have students evaluate a story in terms of its genre; for example, see Freytag’s Pyramid in *A Handbook to Literature*, p 226.
2. See Assessments under Objectives 3, 11, 13-14.

Suggested Strategies/Activities for Objective 12

1. Have students write a response that focuses on personalizing the theme of a literary work.
2. Have students rewrite the ending of a story, novel, or drama.
3. Have students rewrite a literary work as a different genre (e.g., a poem as a short story).

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4. See Suggested Strategies/Activities under Objectives 3, 11, 13-14.

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Literature											English IV
1	2	3	4	5	6	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV
N A – See Reading Curriculum						For scope and sequence, see <i>Literary Terms in the Literature Appendices</i> .					

<p style="text-align: center;">District Objective 13</p> <p>The student will demonstrate a knowledge of <u>literary elements</u> and techniques and how they affect the development of a literary work. For example, students are expected to <u>recognize and explain</u> plot, character, setting, theme, conflict, symbolism, point of view, imagery, flashback, foreshadowing, irony, tone, and allusion. (See Objective 3)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Quarter</td></tr> <tr><td style="text-align: center;">ongoing</td></tr> <tr><td style="text-align: center;">Time</td></tr> <tr><td style="text-align: center;">See Objective 11</td></tr> </table>	Quarter	ongoing	Time	See Objective 11
Quarter					
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<input type="radio"/> EXPLORE <input type="radio"/> CRT <input type="radio"/> PLAN <input checked="" type="radio"/> EOI <input type="radio"/> ACT <input checked="" type="radio"/> AP					
PASS Standard: RL 3. 2 NCTE National Standards: 3, 6, 9					

Text Correlation Textbook Rating – 1	Additional Resources
<p style="text-align: center;"><i>Language of Literature</i></p> <p>Teacher’s Edition, pp A21-A47</p>	<p>See Writing Appendices for</p> <ul style="list-style-type: none"> • AP Questions, pp 1-11 <p>See Literature Appendices for</p> <ul style="list-style-type: none"> • Literary Terms, pp 13-18 <p><i>A Handbook to Literature</i>, 8th ed. <i>Writing About Literature</i>, 9th ed.</p>

Assessments for Objective 13

1. Have students write a literary analysis of a major work studied, focusing on the author’s use of specific literary elements.
2. See Assessments under Objectives 3, 11-12, 14.

Suggested Strategies/Activities for Objective 13

1. In studying different selections of literature, have students
 - evaluate the role played by setting in a novel (*Lord of the Flies / Anthem*).
 - analyze the effect of a minor character on the plot of a novel (*Lord of the Flies / Anthem*).
 - interpret a recurring motif in a novel or play (*Macbeth / Lord of the Flies*).
 - compare two critical interpretations of a poem or a work of fiction (poetry selection by

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T.S. Eliot).

- analyze the characteristics of literary forms and genres (“The Rocking-Horse Winner,” *Anthem*, *Lord of the Flies*).
 - explain the effect of point of view.
 - make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles.
 - interpret the effect of literary devices such as figurative language, allusion, diction, dialogue, description, symbolism.
 - understand the role of tone in presenting literature (both fictional and non-fictional).
2. Have students trace a motif such as blood, water, death, animal imagery, or decay throughout *Macbeth*.
 3. See Suggested Strategies/Activities under Objectives 3, 11-12, 14.

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Literature						English IV					
1	2	3	4	5	6	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV
N A – See Reading Curriculum						For scope and sequence, see <i>Literary Terms in the Literature Appendices</i> .					

<p style="text-align: center;">District Objective 14</p> <p>The student will <u>identify and use figurative language and sound devices</u> when reading and in speaking and writing. For example, students are expected to recognize and use analogy, rhyme, metaphor, simile, personification, alliteration, onomatopoeia, and hyperbole. (See Objective 3)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Quarter</td></tr> <tr><td style="text-align: center;">ongoing</td></tr> <tr><td style="text-align: center;">Time</td></tr> <tr><td style="text-align: center;">See Objective 11</td></tr> </table>	Quarter	ongoing	Time	See Objective 11
Quarter					
ongoing					
Time					
See Objective 11					
<p style="text-align: center;">○ EXPLORE ○ CRT ○ PLAN ● EOI ○ ACT ● AP</p> <p>PASS Standard: RL 3.3 NCTE National Standards: 3, 6, 9</p>					

Text Correlation Textbook Rating – 1	Additional Resources
<p style="text-align: center;"><i>Language of Literature</i></p> <p>Teacher’s Edition, pp A21-A47</p>	<p>See Writing Appendices for</p> <ul style="list-style-type: none"> • AP Questions, pp 1-2 <p>See Literature Appendices for</p> <ul style="list-style-type: none"> • Literary Terms, pp 11-12 <p><i>A Handbook to Literature</i>, 8th ed. <i>Writing About Literature</i>, 9th ed.</p>

Assessments for Objective 14

1. See AP Poetry Questions in the **Writing Appendices**, pp 1-2.
2. Have students explicate a poem in writing and in an oral presentation.
3. Have students read a poetry selection and write an essay in which they discuss the author’s use of figurative language and/or sound devices.
4. See Assessments under Objectives 3, 11-13.

Suggested Strategies/Activities for Objective 14

1. Have students imitate Chaucer’s poetic style by writing a parody of “The Prologue” to the *Canterbury Tales*.
2. Have students analyze a song for figurative language and sound devices.

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3. Have students work in groups to find songs with examples of figurative language and sound devices. Each group then presents its selections to the class.
4. Have students use TP-CASTT (see **Literature Appendices**, p 20) to analyze poetry.
5. See Suggested Strategies/Activities under Objectives 3, 11-13.

