

English Language Arts Curriculum

Strand: Meaning and Communication

Class: British Literature

Standard 1: All students will read and comprehend general and technical material.

Benchmarks:

1. Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.
3. Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing and evaluating for specific information, and deciding how to represent content through summarizing, clustering, and mapping.
4. Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.
5. Respond personally, analytically, and critically to a variety of oral, visual, written and electronic texts, providing examples of how the texts influence their lives and their role in society.

Sample Activity/Assessment Tasks:

- Read various texts to discover and recognize the history and characteristics of early England.
- Make a timeline of the important literary figures and their works correlating it with the politics of England at that time.
- Break down long and confusing sentences to gain understanding of the written text.
- Create an advertisement to attract workers who have the characteristics of a character in early British history and relate it to your own life.

Resources:

Beowulf --various translations

A History of the English Church and People by Bede

Canterbury Tales by Geoffrey Chaucer

Morte de Arthur by Sir Thomas Mallory

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Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Benchmarks:

1. Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.
2. Recognize and approximate authors' innovative techniques to convey meaning and influence and audience when composing their Own texts.
3. Plan, draft, revise, and edit their texts and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.
4. Demonstrate precision in selecting appropriate language conventions when editing text.

Sample Activity/Assessment Tasks:

- Write a memo to one of the characters in literature reminding him/her to share the Catholic Social Teachings with others.
- Select poems with specific, complex structures, such as sonnets, and write a parody of the poem.
- Write a composition comparing a character in literature to a character in today's world.
- Exchange with partner to critique creativity.
- Use a rubric to peer edit text to check for accuracy in structure, punctuation, and spelling.

Resources:

"Do Not Go Gentle into that Good Night" by Dylan Thomas
A collection of Shakespearean Sonnets
Grammar for Writing by Sadlier.Oxford
Canterbury Tales by Geoffrey Chaucer
Beowulf by Burton Raffel

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Strand: Meaning and Communication

Class: British Literature

Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal social, occupational, and civic contexts.

Benchmarks:

1. Integrate listening, viewing, speaking, and writing skills for multiple purposes and in varied contexts.
3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively.
5. Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts.
8. Analyze their responses to oral, visual, written and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.

Sample Activity/Assessment Tasks:

- Design a multimedia project which describes your idea of a perfect Utopia.
- Create a collage that illustrates the journey of a main character.
- Use sound devices in a poem in which you describe an imaginary world.
- Relate your own world to your ideas of Utopia and imaginary world.

Resources:

“The Rime of the ancient Mariner” by Samuel Taylor Coleridge

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Strand: Language

Class: British Literature

Standard 4: All students will use the English language effectively.

Benchmarks:

1. Demonstrate how language usage is related to successful communication in their different spoken, written, and visual communication contexts.
2. Use an understanding of how language patterns and vocabularies transmit culture and affect the meaning in formal and informal situations.
3. Explore and explain how the same words can have different usages and meanings in different contexts, cultures, and communities.

Sample Activity/Assessment Tasks:

- Write and deliver orally a press release that announces a world development.
- Explain to the public how you will react to a crisis in a tone that reflects your control of the situation.
- Compare slang/colloquial language in different works of literature or time periods.

Resources:

“Wartime Speech” by Winston Churchill
“Defending Nonviolent Resistance” by Mohandas K. Gandhi
“The Rights We enjoy, The Duties We Owe” by Tony Blair
The Canterbury Tales by Geoffrey Chaucer
“Araby” by James Joyce
Poems by Philip Larkin

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Strand: Literature

Class: British Literature

Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other materials to seek information, ideas, enjoyment, and understanding of their individuality, our society's common heritage, common humanity and rich diversity.

Benchmarks:

1. Select, read, listen to, view, and respond thoughtfully to classic and contemporary texts recognized for quality and literary merit.
2. Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.
3. Analyze how tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.
4. Analyze how cultures interact with one another in literature and other texts, and describe the consequences of the interaction as it relates to our common heritage.

Sample Activity/Assessment Tasks:

- Read a variety of texts noting conflicts among the characters.
- Use communication skills to role play the various situations of conflicts in the texts and give examples of ways to resolve the conflicts.
- Relate the conflicts to similar situations in your own lives.
- Write a research paper which argues how an English author would respond to a modern issue, such as capital punishment, genetic engineering. Use support from the author's works.

Resources:

Beowulf translated by Burton Raffel

The Tragedy of Macbeth by William Shakespeare

Hard Times by Charles Dickens

War and Peace by Tolstoy

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Strand: Voice

Class: British Literature

Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Benchmarks:

1. Assess their use of elements of effective communication in context personal, social, occupational, and civic contexts.
2. Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.
3. Analyze the style and characteristics of authors, actors, and artists of classics and masterpieces to determine why these voices endure.

Sample Activity/Assessment Tasks:

- Design a rubric to guide development, revision, and practice of a sales presentation.
- Select a product and create a sales presentation, which persuades the audience of the merits of your product.
- View a modern production of *Macbeth* and compare with a traditional reading/production.

Resources:

Grammar for Writing by Sadlier-Oxford
Gulliver's Travels by Jonathan Swift
Macbeth by Shakespeare

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Strand: Skills and Processes

Class: British Literature

Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Benchmarks:

1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning.
2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning and demonstrate flexible use of strategies across a wide range of situations.

Sample Activity/Assessment Tasks:

- Practice strategies for reading poetry to gain understanding of meaning.
 - Identify the poem's speaker
 - Envision the imagery
 - Follow sentence to end
 - Paraphrase in your own words
- Respond to the poem by relating it to the background or time period of poet.

Resources:

Sonnets by Edmund Spenser, Elizabeth Barrett Browning, and William Shakespeare

"She Walks in Beauty" by Lord Byron

"To a Skylark" by Shelley

"Ode to a Nightingale" by John Keats

"Rime of an Ancient Mariner" by Samuel Taylor Coleridge

"To a Mouse" by Robert Burns

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Strand: Genre and Craft of Language

Class: British Literature

Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Benchmarks:

1. Identify and use selectively mechanics that facilitate understanding.
3. Describe and use characteristics of informational genre and complex elements of expository texts to convey ideas.
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.

Sample Activity/Assessment Tasks:

- Study sample contracts, checking to make sure that they provide for all situations that might arise.
- Write a contract between a King and his knights.
- Make a compare/contrast chart on the Dignity of Work and the Rights of Workers in England and the United States.
- Identify the 3 types of irony (dramatic, situational, verbal) in Shakespeare's works.

Resources:

Morte d'Arthur by Sir Thomas Mallory
A History of the English Church and People by Bede
The Anglo-Saxon Chronicle
Grammar for Writing by Sadlier-Oxford
Elements of Style by Strunk and White
The Tempest by William Shakespeare

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Strand: Depth of Understanding

Class: British Literature

Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Benchmarks:

1. Analyze and reflect on universal themes and substantive issues from oral, visual and written texts.
2. Synthesize from multiple texts representing varied perspectives and apply the principles and generalizations needed to investigate and confront complex issues and problems.
3. Develop and extend a thesis by analyzing differing perspectives and resolving inconsistencies in order to support a position.

Sample Activity/Assessment Tasks:

- Create a chart that reflects comprehension of the text.
- Brainstorm current related issues and problems, separate into groups, research and examine issues, and recommend courses of action.
- Choose a topic, develop a thesis, and formulate a speech, debate, mock trial, or research paper, which presents and supports a position of an issue or problem identified in text.

Resources:

Gullivers Travels by Jonathan Swift

“The Rape of the Lock” and “An Essay on Man” by Alexander Pope

Jane Eyre by Charlotte Bronte

Hard Times by Charles Dickens

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Strand: Ideas in Action

Class: British Literature

Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Benchmarks:

1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.
2. Function as literate individuals in varied contexts within the students' lives and beyond the classroom.

Sample Activity/Assessment Tasks:

- Make a list of societal problems after reading both fictional and non-fictional texts.
- Develop an action plan that addresses common concerns of both “real life” and fictional readings.

Resources:

Great Expectations and *Hard Times* by Charles Dickens
Pride and Prejudice and *Sense and Sensibility* by Jane Austin
A History of the English Church and People by The Venerable Bede

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Strand: Inquiry and Research

Class: British Literature

Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Benchmarks:

1. Generate questions about important issues that affect them or society, or topics about which they are curious: narrow the questions to a clear focus, and create a thesis or hypothesis.
2. Determine, evaluate and use resources that are most appropriate and readily available for investigating a particular question or topic.
3. Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.

Sample Activity/Assessment Tasks:

- Discuss the problems, decisions, or responsibilities of the main character(s).
- List and evaluate the ways the character(s) coped with difficulties.
- Develop a written plan (specific steps, self-help groups, agencies, etc.) to assist the character(s).

Resources:

Gullivers Travels by Jonathan Swift
Canterbury Tales by Geoffrey Chaucer
Beowulf by Burton Raffel
Macbeth by William Shakespeare

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Strand: Critical Standards

Class: British Literature

Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Benchmarks:

3. Use literary history, tradition, theory, terminology, and other critical standards to develop and justify judgments about the craft and significance of each selection.
4. Apply diverse standards to evaluate whether a communication is truthful, responsible, and ethical for a specific context.

Sample Activity/Assessment Tasks:

- Evaluate various British texts using elementary literary criticism (feminist, reader response, historical).
- Begin an I-Search Project on a critical issue. Search a variety of sources checking for validity, authenticity, ethics, and truthfulness prior to citation of sources.

Resources:

Grammar for Writing by Sadlier-Oxford
Gulliver's Travels and *A Modest Proposal* by Jonathan Swift
History of Ireland by Edmund Curtis
Internet search on Jonathan Swift
Heart of Darkness by Joseph Conrad

