

## **English Language Arts 20 (Grade 11)**

Designed to help students achieve Saskatchewan curricular outcomes in an individualized learning system, this resource provides a Biblically-based study of language and literature. The seven workbook units, score keys, tests, and test keys offer the student the opportunity to develop language and composition skills as well as explore and respond to a variety of literary works from all genres.

Additional resources required for this course are:

- ***The Nelson Canadian Dictionary of the English Language***, (International Thomson Publishing, 1998)
- ***Silas Marner***, George Eliot
- ***God's Smuggler***, Brother Andrew

**Upon completion of each of these workbook units, the student should be able to:**

### **Unit 1**

- ❖ Recognize the difference between standard and nonstandard English.
- ❖ Identify and correct errors in English language expression.
- ❖ Define jargon, dialect, slang, colloquialism, idiom and recognize samples of such.
- ❖ Develop a basic familiarity with legal, medical/scientific, and business English.
- ❖ Explain the different ways language is used in various genres (i.e. prose vs. poetry).
- ❖ Discuss the contributions Samuel Johnson, Noah Webster and the Oxford English Dictionary made to lexicography.
- ❖ Explain how dictionaries are compiled.
- ❖ Identify the different kinds of dictionaries.
- ❖ Explain the use of the parts of a standard English dictionary.
- ❖ Demonstrate mastery in using a dictionary to find the history, correct pronunciation, spelling, meaning, and use of a word.

### **Unit 2**

- ❖ Explain how poetry differs from other literary genres.
- ❖ Identify the key characteristics of poetry.
- ❖ Outline the characteristics of different kinds of poetry.
- ❖ Analyze how imagery, figurative language, word choice, rhyme, rhythm, sound and structure help to create the main mood and express the theme of a poem.
- ❖ Paraphrase a poetic passage.
- ❖ Evaluate ideas and values in poetic texts.
- ❖ Apply understanding of poetic techniques to create an original poem.
- ❖ Explain the importance of the verb as a part of speech.
- ❖ Identify and use the six verb tenses correctly in the writing process.
- ❖ Identify and use the progressive and emphatic forms correctly in the writing process.

### **Unit 3**

- ❖ Outline the development of drama over the ages.
- ❖ Describe the setting of the Globe playhouse in Shakespeare's day.
- ❖ Explain the background, plot development, and theme of Shakespeare's *Macbeth*.

- ❖ Comment on the universality of the theme of Macbeth.
- ❖ Create an accurate character sketch of the main characters in Macbeth.
- ❖ Explain the difference between action and linking verbs and use each effectively in the writing process.
- ❖ Explain the function of transitive and intransitive verbs and use each correctly in the writing process.
- ❖ Identify active and passive voice of verbs and use each effectively in the writing process.

#### **Unit 4**

- ❖ Outline the characteristics of the four types of paragraphs.
- ❖ Create an example of each of the four types of paragraphs.
- ❖ Demonstrate familiarity with Susanna Moodie's history and writings.
- ❖ Define the essay as genre.
- ❖ Outline the various types of essays.
- ❖ Demonstrate familiarity with the main idea, structure and style of selected essays.
- ❖ Identify the various types of nouns, and the eight functions of nouns in sentence composition.
- ❖ Correctly form the possessive and plural form of nouns.

#### **Unit 5**

- ❖ Outline the historical development of the novel.
- ❖ Identify the types of novels and their characteristics.
- ❖ Identify the key elements of the novel and provide an explanation of each.
- ❖ Define "good" literature and explain the value of such.
- ❖ Describe one of the main characters in Kipling's *Captains Courageous*.
- ❖ Explain the techniques an author uses in characterization.
- ❖ Write a character sketch of the principal character in Dodge's *Hans Brinker*.
- ❖ Create a characterization, using appropriate techniques.
- ❖ Summarize the development of the characters, plot, and theme of the novel *Silas Marner*.
- ❖ Compare and contrast *Silas Marner* with the screen adaptation of the story.
- ❖ Prepare a visual essay that symbolically expresses one of the principal themes found in *Silas Marner*.
- ❖ Identify and correctly use the various forms of the pronoun in composition.

#### **Unit 6**

- ❖ Identify adjectives and adverbs and explain their function in creative composition.
- ❖ Differentiate between adjective and adverb phrases and clauses.
- ❖ Use adjectives, adverbs, and their phrases and clauses effectively in composition.
- ❖ Identify the characteristics of the short story.
- ❖ Recognize the purpose, form, and technique of the included short story selections.
- ❖ Explain the relationship between the structure of a story and the author's purpose and theme.
- ❖ Identify the literary techniques, stylistic devices, of the included short story selections.
- ❖ Discuss the characters, plots, and themes of the included short story selections.
- ❖ Create an original short story.
- ❖ Define the preposition, conjunction and interjection, and use each correctly and effectively in the writing process.

## Unit 7

- ❖ Define *biography* as a genre in literature.
- ❖ Outline the steps for successful research, notetaking, organizing, and composing.
- ❖ Evaluate whether a topic is too broad or too narrow for a specific research assignment.
- ❖ Gather information from a variety of resources after choosing a topic for personal research.
- ❖ Develop a thesis statement and outline for selected topic.
- ❖ Write an introductory paragraph to a research paper that clearly presents its thesis and main points.
- ❖ Organize, summarize, and present gathered information in a fluent research essay.
- ❖ Use transitions effectively throughout the essay.
- ❖ Prepare a well-organized speech on a topic of choice.
- ❖ Identify and practise the characteristics of a good speaker.
- ❖ Identify and practise the characteristics of a good listener.
- ❖ Assess personal skills as a speaker and/or listener.
- ❖ Respond critically to an oral presentation.
- ❖ Respond personally to the biography, *God's Smuggler*.