

English Language Arts B30 (Grade 12)

Designed to help students achieve the Saskatchewan curricular outcomes for English Language Arts B30 in an individualized learning system, this resource includes seven workbook units with corresponding score keys, tests, and test keys.

The workbooks are used in conjunction with two anthologies, *Backgrounds to World Literature – Classics for Christians, Vol. I* and *Masterpieces from World Literature – Classics for Christians, Vol. 2*. Both these anthologies are from A Beka Book, a ministry of Pensacola Christian College. In addition to these anthologies, students will need a copy of *Hamlet* by William Shakespeare, *A Tale of Two Cities* by Charles Dickens, and *The Cross and the Switchblade* by David Wilkerson.

Note: A revised series of workbooks is also available to match the newer **single-text edition** of *Classics for Christians* and *Masterpieces from World Literature*.

English Language Arts 30 offers the student an opportunity to study literature from around the world and across the ages. These include selections from all genres and many cultures. Each unit also continues student development in oral and written expression as well as in critical analysis of a variety of mediums of communication.

At the completion of each workbook unit, the student should be able to:

Unit 1

- ❖ Define the term "classic" and explain its value for the Christian.
- ❖ Define the short story as a genre and outline its elements.
- ❖ Discuss the methods used by a writer in characterization.
- ❖ Explain the difference between static and dynamic character.
- ❖ Write an effective character sketch.
- ❖ Define the new vocabulary presented in the literature selections.
- ❖ Define narrative poetry and explain the difference between the ballad and the epic.
- ❖ Discuss the different techniques used by the poets to create a masterpiece.
- ❖ Summarize the stories of each of the narrative poetry selections.
- ❖ Explain the difference between the paraphrase and the summary.
- ❖ Paraphrase several excerpts from the selections studied.
- ❖ Identify common sentence errors.
- ❖ Deliver a short speech, demonstrating mastery of verbal delivery techniques.

Unit 2

- ❖ Identify the main parts of a plot and explain their relationship to each other.
- ❖ Outline the plot development of several selections.
- ❖ Identify the techniques used to create suspense.
- ❖ Compare and contrast elements of the selections studied.
- ❖ Create a detective short story that demonstrates a carefully developed plot.
- ❖ Define lyric poetry.
- ❖ Explain how imagery and figurative language contribute to the effect of a poem.
- ❖ Differentiate between the denotative and connotative weight of a word.
- ❖ Define "theme" and outline the themes in selected writings.
- ❖ Use punctuation and capitalization correctly.

Unit 3

- ❖ Identify varying patterns of rhyme, rhythm, sound and form in specific poetry selections, and explain how these contribute to their overall effectiveness.
- ❖ Analyze a specific poetry selection for its meaning, form, poetic devices, and universality.
- ❖ Summarize the themes of several poetry, short story, and essay selections.
- ❖ Recognize the techniques an author uses to develop emotion in a literary selection and to provoke an emotional response by the reader.
- ❖ Write a poetry analysis.
- ❖ Create an original form poem.
- ❖ Define "allusion" and "apostrophe".
- ❖ Explain the importance of setting to a piece of writing.
- ❖ Evaluate central themes in light of scripture.

Unit 4

- ❖ Explain the value of a study of world literature.
- ❖ Summarize the incidents of the excerpt from *The Epic of Gilgamesh*.
- ❖ Contrast the attitude of *Gilgamesh* and the *Pessimistic Dialogue* with that of Old Testament patriarchs.
- ❖ Identify Homer's two epics and explain his contribution to the classical Greek and later world.
- ❖ Explain the difference in tone between the Greek lyric writers and the later English writers on the topic of death.
- ❖ Identify key Greek philosophers of the classical age and explain how they helped prepare the world for the gospel of Jesus Christ.
- ❖ Explain the form of Greek comedy and tragedy.
- ❖ Outline the steps in writing a successful précis and develop a précis for a given composition.

Unit 5

- ❖ Describe the religious climate of the Roman Empire.
- ❖ Recognize several classical writers of this age and identify their literary contributions.
- ❖ Summarize the metaphor in "To Christians in the World".
- ❖ Relate Augustine's conversion.
- ❖ Identify the key influences on society in the Middle Ages.
- ❖ Describe the literature of the early Middle Ages.
- ❖ Explain how *Beowulf* is a typical heroic epic and summarize its story.
- ❖ Identify key poetic devices used throughout *Beowulf*.
- ❖ Outline the research process.
- ❖ Summarize the theme in an excerpt from *Dante's Divine Comedy*.
- ❖ Explain the format of Chaucer's *Canterbury Tales* and its value as a source of information on late medieval society.
- ❖ Illustrate how Wycliffe acted as a forerunner to the Protestant Reformation.
- ❖ Eliminate misplaced modifiers, dangling modifiers, and faulty parallel construction from writing.

Unit 6

- ❖ List some of the great international writers of the Modern Age.
- ❖ Explain how events and philosophy influenced the writings of selected authors, and conversely, how the writings of specific authors helped to shape events and philosophy.

- ❖ Give examples from *In Praise of Folly* to demonstrate satire of practices of the age.
- ❖ Evaluate the excerpt from *The Prince* in light of scripture.
- ❖ Explain how Luther's "The Freedom of a Christian", speaks to Christians across the centuries.
- ❖ Outline the historical development of the English Bible.
- ❖ Identify the key elements in drama, and the format of the classic tragedy.
- ❖ Summarize the plot of Shakespeare's *Hamlet*.
- ❖ Analyze what is Hamlet's tragic flaw.
- ❖ Explain several of the key themes of this tragedy.
- ❖ Identify the figurative language and literary techniques Shakespeare uses.
- ❖ Write a formal essay on Hamlet.
- ❖ Use *Don Quixote* to illustrate how "A man is himself, plus the books he reads."
- ❖ Contrast Montaigne's essay style with that of Francis Bacon.
- ❖ Summarize Bacon's views as expressed in "On Marriage and Single Life".
- ❖ Explain how Milton's *Paradise Lost* follows the traditional epic pattern.
- ❖ Paraphrase specific portions of the excerpt studied.
- ❖ Discuss Satan's comments in Hell and their relevance today.
- ❖ Deliver a poetry recitation of a portion of the excerpt studied.
- ❖ Explain how *Pilgrim's Progress* presents its subject in allegorical form.
- ❖ Define the new vocabulary learned in this unit.

Unit 7

- ❖ Use literary selections to illustrate how the Modern Age is a pattern of "light and darkness".
- ❖ Differentiate between the formal and informal essay.
- ❖ Summarize the main theme of Goethe's *Faust*.
- ❖ Identify the recurring themes of several writers of the Modern Age.
- ❖ Explain the impact Charles Dickens' writing had on Victorian England.
- ❖ Outline the plot of *A Tale of Two Cities*.
- ❖ Discuss the main themes in *A Tale of Two Cities*.
- ❖ Analyze Dickens' strength in characterization.
- ❖ Write a novel analysis of *A Tale of Two Cities*.
- ❖ Prepare a properly-formatted cover letter and personal résumé.