

English 4 (College Prep, Accelerated, and Honors Levels)

LEARNING GOALS AND SCALES (2015-2016) Unit Six: Victorian Age

ESSENTIAL QUESTIONS

- How does Victorian societal convention impact the use of language?
- How does the spread of reform and imperialism impact literature?
- How do psychology, realism, and naturalism impact literature?
- How does the literature reflect the growing concerns with class distinction and thus influence social reform?

Learning Goal #1 : Understand how gender roles and class structure are revealed in Victorian literature.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond identifying and analyzing Victorian Age gender roles and class structure that were explicitly taught, extending knowledge and inferences to other time periods and cultures.</i></p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p>TARGET LEARNING GOAL: <i>The student will be able to identify and analyze how Victorian Age gender roles and social class distinctions can be deduced through characterization.</i></p> <p>The student will:</p> <ul style="list-style-type: none"> • Defend the significance of the placement of literary characters in the social class hierarchy. • Evaluate a character’s development in order to support inferences made about gender and class role assumptions. • Analyze how Wilde and Shaw satirize Victorian society through linguistic style. • Explain how the presence of certain characters reveals the spread of reform and the impact of imperialism in the literature.
Level 2	<p>The student will identify gender roles and Victorian England’s social class levels, though may be unable to connect how characterization contributes to making inferences.</p> <p>The student will:</p> <ul style="list-style-type: none"> • Recognize the categories that separate the tiers of the Victorian class hierarchy • Place characters in the appropriate class • Identify important events in the Victorian Age that led to a shift from mercantilism to imperialism. • Identify linguistic traits Wilde and Shaw assign their characters as a way of establishing the characters’ personalities and social class.
Level 1	<p>The student is able to Identify and analyze elements of linguistic characterization utilized to describe universal character traits and social conditions with support from the teacher.</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to Identify and analyze elements of linguistics utilized to describe universal character traits or social conditions.</p>

Learning Goal 2: Identify and analyze differences between the prose of Arthurian legend and Chaucer’s use of verse in order to understand how prose and verse form an effective narrative to depict features of life in Victorian England.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond the Victorian Age with regard to how the play format reveals universal truths.</i></p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p>TARGET LEARNING GOAL: <i>The student will be able to identify and analyze details that reveal societal standards and expectations in Shaw’s play (comedic drama) and the satire/wit in Wilde’s play (farcical comedy).</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ✓ Synthesize general examples of the code of chivalry with details from Arthurian legend written in middle English prose ✓ Connect Shaw’s direct and indirect characterization of people representing differing tiers of the Victorian social structure with Wilde’s representation of the pseudo-upper class. ✓ Differentiate between paradox and non-sequitur and how they create humor in Shaw’s play. ✓ Identify the different genres of comedy on the comedy ladder as well as the genre of Wilde and Shaw’s plays.
Level 2	<p>The student will identify the different levels of comedy on the comedy ladder, but is not able to provide examples of them in the literature or draw inferences from them.</p> <p>The student will:</p> <ul style="list-style-type: none"> • Recall definition of “comedy” and list some elements of the comedy ladder. • Define “satire” and “farce”. • Recognize some examples of these in guided reading activities.
Level 1	<p>The student is able to identify listed elements of the comedic ladder and recognize features of Wilde’s style with support from the teacher.</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify listed elements of the comedic ladder or recognize features of Wilde’s style.</p>