

## ConVal Language Arts Curriculum

**New Hampshire Curriculum Standard #4- Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.**

“The worth of a book is to be measured by what you can carry away from it.”  
~James Bryce

### **Theory and Principles:**

Literature provides a lens through which students may view the world. Vicarious situations offer them a way to learn about past events, experience distant cultures, and even peer intimately into the lives of people very much like themselves. Through this process, students come to recognize that there are universal human experiences that connect us all through time and space. Ultimately, from learning more about others students come to learn more about themselves.

The goal of the study of literature is to help our students appreciate the possibilities existing in the vast array of the world’s literature. This is best achieved through a consistent and purposeful approach to literary study that will allow students to discuss, analyze, understand, and appreciate a variety of literary works and forms. Providing students with a “way in” to a work of literature is the key goal of the specific content of this standard. This is best accomplished through the teaching and modeling of the comprehension strategies described in Standard 1. Even with the youngest learner, careful modeling and questioning will provide students with the tools they need to be active readers, ultimately able to independently construct a meaning from their reading.

In order to guarantee that students will be exposed to essential literary concepts and genres, a list of appropriate titles is identified at each grade level. These books are considered “protected,” and may not be taught in any lower grade.

Teachers may choose from among the titles at their grade level or other titles of comparable merit. It is expected, however, that chosen titles will be given intensive consideration in teacher-directed activities. A specific number of titles, and in some cases specific genres, is provided at each grade level.

### **See Appendix for grade level protected books lists.**

The titles have been chosen because they:

- represent quality writing.
- reflect age and grade-level appropriateness.
- provide opportunities for integration with other curricular areas.
- represent a range of literary styles and genres.

Grade level lists will be evaluated periodically in order to provide flexibility and the inclusion of new and important works as they become available.

9/28/2004