

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**English**

<p><b>Mission Statement</b> (6-12)</p>	<p>Our mission is to develop effective communicators who</p> <ul style="list-style-type: none"> <li>• Discover a personal style,</li> <li>• Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources,</li> <li>• And appreciate cultural differences and human universals.</li> </ul>
<p><b>English Language Arts Goals and Standards</b> (from Illinois State Board of Education)</p>	<p>Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.</p> <p><b>STATE GOAL 1:</b> Read with understanding and fluency.</p> <p><b>STATE GOAL 2:</b> Read and understand literature representative of various societies, eras and ideas.</p> <p><b>STATE GOAL 3:</b> Write to communicate for a variety of purposes.</p> <p><b>STATE GOAL 4:</b> Listen and speak effectively in a variety of situations.</p> <p><b>STATE GOAL 5:</b> Use the language arts to acquire, assess and communicate information.</p>
<p><b>Course Sequence</b> (Grades 9-12)</p>	<p><b>Required Courses:</b></p> <p>Grade 9: (One year of the following): English I, English I Honors, or World Studies</p> <p>Grade 10: (One year of the following): English II, English II Honors, or American Studies</p> <p>Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition</p> <p>Grade 12: (One semester of the following) English IV or English IV Honors</p> <p>Plus one semester of English elective credit selected from the following: Speech I and II, Creative Writing I and II, Structure of the English Language, Composition for Broadcasting, World Literature, Critical Approaches to Film</p>

	<p>Additional general electives available:</p> <ul style="list-style-type: none"><li>Introduction to Mass Media</li><li>Newspaper Production I and II</li><li>Drama Production I and II</li><li>Yearbook Production I and II</li></ul>
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### *Course Framework*

<p><b>Course Title:</b></p> <p><b>Grade Level:</b></p> <p><b>Semesters:</b></p> <p><b>Prerequisite:</b></p>	<p><b>English I Honors</b></p> <p>9</p> <p>Two (full-year)</p> <p>None</p>
<p><b>Course Description</b></p>	<p>English I integrates skills in reading, writing, thinking, speaking and listening using a core literature focus. Special features of the course include the reading of literature selected from authors representing the early Greeks to some of our most contemporary American authors. Students will several read novels, plays, short stories, non-fiction selections, mythology and epic poetry, and poetry. The literature will promote students' critical and creative thinking skills.</p> <p>Other features include a strong writing process emphasis in which students will write journal entries, narrative, expository and persuasive selections based on their own experiences as well as on literary selections. Study skills and learning strategies will be introduced and reinforced as their applicability to all courses is emphasized.</p>
<p><b>District-approved Materials and/or Resources</b></p>	<p>Core Text: <i>Elements of Literature, 4th Course</i></p> <p><i>Elements of Language, 4<sup>th</sup> course</i></p> <p>Supplementary titles selected from: <i>Romeo and Juliet, Of Mice and Men, Animal Farm, The Old Man and Sea, The Hobbit, The Natural, A Separate Peace, The Chosen, Great Expectations, A Tale of Two Cities, The Joy Luck Club, Dances with Wolves, and Antigone.</i></p>

### *Unit Frameworks*

<b>Unit of Study</b>	<b>Semester One: Optional Short Story</b> <ul style="list-style-type: none"> <li>• Read short stories</li> <li>• Writing assignments based on reading</li> <li>• Reading strategies and vocabulary</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>Elements of Literature</i>, 4<sup>th</sup> Course, Collections 1, 2, 3</li> <li>• <i>Elements of Language</i> 4<sup>th</sup> Course, Grammar Chapters 20-21</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail</li> <li>• 1.B.4c Read age-appropriate material with fluency and accuracy</li> <li>• 1C. Comprehend a broad range of reading materials</li> <li>• 1.C.4a Use questions and predictions to guide reading</li> <li>• 1.C.4b Explain and justify an interpretation of a text</li> <li>• 2. A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict</li> <li>• 3A. Use correct grammar, spelling, punctuation, capitalization and structure</li> <li>• 3B. Compose well-organized and coherent writing for specific purposes and audiences</li> </ul>	
<b>Objectives</b>	<b>Literary Response/Literary Elements</b> <ul style="list-style-type: none"> <li>• Analyze plot structure, flashback and foreshadowing</li> <li>• Analyze setting and how it affects character</li> <li>• Analyze characterization</li> <li>• Analyze internal and external conflicts of a character</li> <li>• Analyze narrators or points of view</li> </ul>	

	<p><b>Nonfiction/Informational Text Response</b></p> <ul style="list-style-type: none"> <li>• Distinguish between primary and secondary sources</li> <li>• Analyze main ideas and supporting evidence</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Review components of writing process</li> <li>• Review characteristics of effective paragraphs</li> <li>• Write paragraphs based on topics based on readings and personal experiences</li> <li>• Write an autobiographical narrative</li> <li>• Write grammatically correct paragraphs and essays</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• A Glossary of Usage</li> <li>• Capitalization</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Use a variety of pre-reading strategies</li> <li>• Relate literature and informational text to self, world, and other texts</li> <li>• Select reading strategies for text appropriate to reader’s purpose</li> <li>• Determine the meaning of an unfamiliar word</li> <li>• Infer the meaning of a word from context or etymology</li> </ul>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Answer questions in large group discussions about the sequence of events in the plot of a short story</li> <li>• Identify the different settings of a short story and discuss how the different settings affect a character’s decisions in a short story</li> <li>• Respond to a theme or a character analysis question in a visual or informal format</li> <li>• Write a grammatically correct paragraph identifying the internal and external conflicts faced by a character</li> <li>• Write a grammatically correct paragraph describing how the author of a short story portrays a particular character</li> <li>• Write a grammatically correct personal narrative</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics</li> <li>• Quizzes over selections and vocabulary</li> <li>• Unit test over selections in unit</li> <li>• Short story section on final</li> </ul>

	<p>about an incident of importance in their lives</p> <ul style="list-style-type: none"><li>• Locate primary and secondary sources on a topic of personal interest and write a short grammatically correct paper synthesizing the two types of information</li><li>• Use new vocabulary words in writing assignments and in-class activities</li></ul>	exam
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<b>Unit of Study</b>	<b>Semester One: Novels</b> <ul style="list-style-type: none"> <li>• Novel (s) study</li> <li>• Writing assignments based on reading</li> <li>• Reading strategies and vocabulary</li> </ul>	<b>Resources That Will Support Instruction</b> Select at least 3 titles <ul style="list-style-type: none"> <li>• <i>The Joy Luck Club</i></li> <li>• <i>The Chosen</i></li> <li>• <i>The Count of Monte Cristo</i></li> <li>• <i>Of Mice and Men</i></li> <li>• <i>Elements of Language</i>, 4<sup>th</sup> Course; chaps 22-23</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</li> <li>• 1.B.4c Read age-appropriate material with fluency and accuracy</li> <li>• 1C. Comprehend a broad range of reading materials</li> <li>• 1.C.4a Use questions and predictions to guide reading</li> <li>• 1.C.4b Explain and justify an interpretation of a text</li> <li>• 2A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.A.4a Analyze and evaluate the effective use of literary techniques in classic and contemporary literature representing a variety of forms</li> <li>• 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict</li> <li>• Read and interpret a variety of literary works</li> <li>• 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature</li> <li>• 3A. Use correct grammar, spelling, punctuation, capitalization and structure</li> <li>• 3B. Compose well-organized and coherent writing for specific purposes and audiences</li> </ul>	

<p><b>Objectives</b></p>	<p><b>Historical/Biographical Context</b></p> <ul style="list-style-type: none"> <li>• Identify historical background necessary for the understanding of the novel</li> <li>• Identify author biographical information relevant to the understanding of the novel</li> <li>• Evaluate how the novel reflects a culture, society, or historical period</li> </ul> <p><b>Literary Response/Literary Elements</b></p> <ul style="list-style-type: none"> <li>• Relate situations in novel to self, world, and other texts</li> <li>• Identify key characteristics of the genre of the novel; i.e. realism, fantasy, allegory</li> <li>• Analyze plot structure, flashback and foreshadowing</li> <li>• Analyze setting and how it affects character</li> <li>• Analyze characterization, point of view, and symbolism in the novel</li> <li>• Analyze internal and external conflicts of a character</li> <li>• Discuss the significance of the title</li> <li>• Identify examples of different literary devices in the text</li> </ul> <p><b>Reading/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation</li> <li>• Use word origins and derivations to understand meanings of new words</li> <li>• Infer the meaning of a word from context</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Review essay format and components</li> <li>• Write paragraphs and essays analyzing character and theme</li> <li>• Character analysis</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Punctuation: end marks and commas</li> <li>• Punctuation: semicolons and colons</li> </ul> <p><b>Speaking and Listening</b></p>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Use pre-reading strategies to focus on major theme or background information for a novel</li> <li>• Answer and/or create plot based questions on a section of a novel</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or</li> </ul>

	<ul style="list-style-type: none"> <li>• Answer and/or create higher level thinking questions on a section of a novel</li> <li>• Create and/or complete a graphic organizer for character and/or theme analysis of a section of a novel</li> <li>• Write a grammatically correct theme or character analysis paragraph on the novel</li> <li>• Write a grammatically correct theme or character analysis essay on the novel</li> <li>• Use selected vocabulary words in writing assignments or other unit activities</li> <li>• Respond to text in a short grammatically correct writing assignment by relating it to self, world, or other texts</li> <li>• Compare and contrast a film version to novel itself</li> </ul>	<p>character related topics</p> <ul style="list-style-type: none"> <li>• Quizzes and tests over reading assignments</li> <li>• Vocabulary quizzes</li> <li>• Section of final exam</li> </ul>
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<b>Unit of Study</b>	<b>Semester One: Drama</b> <ul style="list-style-type: none"> <li>• Read play</li> <li>• Reading strategies and vocabulary development</li> <li>• Writing assignments based on play</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>Romeo &amp; Juliet</i></li> <li>• <i>Elements of Literature, 4<sup>th</sup> Course</i>, separate text</li> <li>• <i>Elements of Language, Fourth Course</i>, chapter 24-25</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</li> <li>• 1.B.4c Read age-appropriate material with fluency and accuracy</li> <li>• 1C. Comprehend a broad range of reading materials</li> <li>• 1.C.4a Use questions and predictions to guide reading</li> <li>• 1.C.4b Explain and justify an interpretation of a text.</li> <li>• 2A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.A.4a Analyze and evaluate the effective use of literary techniques in classic dramatic literature</li> <li>• 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict</li> <li>• Read and interpret a variety of literary works</li> <li>• 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature</li> <li>• 3A. Use correct grammar, spelling, punctuation, capitalization and structure</li> <li>• 3B. Compose well-organized and coherent writing for specific purposes and audiences</li> </ul>	
<b>Objectives</b>	<b>Historical/Biographical Context</b> <ul style="list-style-type: none"> <li>• Summarize major known facts about Shakespeare’s life</li> <li>• Sketch and describe typical parts of the Globe theatre</li> <li>• Describe the elements of Elizabethan theatre--costumes, scenery, sound</li> </ul>	

	<p>effects, lighting, actors, special effects, audience, rehearsal and performance</p> <p><b>Literary Response/Literary Elements</b></p> <ul style="list-style-type: none"> <li>• Define and discuss the effects of themes and their impact on the outcome of the play</li> <li>• List the elements of the classical definition of tragedy and apply them to the play</li> <li>• Identify examples of and analyze significance of specific literary terms relevant to this drama</li> </ul> <p><b>Reading/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation</li> <li>• Relate themes and situations in the play to self, world, and other texts, including identifying real life situations of the impact of both love prejudice</li> <li>• Identify causes and effects of character decisions in the play</li> <li>• Interpret the meaning of unfamiliar words in the play</li> <li>• Use word origins and derivations to understand meanings of new words</li> <li>• Infer the meaning of a word from context</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Write paragraphs and essays analyzing character and theme</li> <li>• Write paragraphs and essays analyzing causes and effects</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Punctuation: italics, quotation marks, and ellipsis points</li> <li>• Punctuation: apostrophes, hyphens, dashes, parentheses, brackets</li> </ul> <p><b>Speaking and Listening</b></p>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Use pre-reading strategies to focus on major theme or background information for the play</li> <li>• Answer and/or create plot based questions on a section of the play</li> <li>• Answer and/or create higher level thinking questions on a section of the play</li> <li>• Create and/or complete a graphic organizer for character and/or theme analysis of a section of the play</li> <li>• Write a grammatically correct theme or character</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics</li> <li>• Quizzes and tests over reading assignments</li> </ul>

	<p>analysis paragraph or essay on a novel</p> <ul style="list-style-type: none"> <li>• Write a grammatically correct cause effect analysis paragraph or essay on the play</li> <li>• Respond to text in a short writing assignment by relating it to self, world, or other texts</li> <li>• Compare and contrast film version to the written script of the play itself</li> <li>• Read aloud or perform a role of a section of the play</li> </ul>	<ul style="list-style-type: none"> <li>• Section of final exam</li> </ul>
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<b>Unit of Study</b>	<b>Semester Two: Short Stories</b> <ul style="list-style-type: none"> <li>• Read short stories</li> <li>• Writing assignments based on reading</li> <li>• Reading strategies and vocabulary</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>Elements of Literature</i> 4<sup>th</sup> Course, Collections 4,5,6</li> <li>• <i>Elements of Language</i></li> <li>• 4<sup>th</sup> Course, grammar chapters 20-21</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail</li> <li>• 1.B.4c Read age-appropriate material with fluency and accuracy</li> <li>• 1C. Comprehend a broad range of reading materials</li> <li>• 1.C.4a Use questions and predictions to guide reading</li> <li>• 1.C.4b Explain and justify an interpretation of a text</li> <li>• 2. A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict</li> <li>• 3A. Use correct grammar, spelling, punctuation, capitalization and structure</li> <li>• 3B. Compose well-organized and coherent writing for specific purposes and audiences</li> </ul>	
<b>Objectives</b>	<b>Literary Response/Literary Elements</b> <ul style="list-style-type: none"> <li>• Analyze plot structure, flashback and foreshadowing</li> <li>• Analyze setting and how it affects character</li> <li>• Analyze characterization</li> <li>• Analyze internal and external conflicts of a character</li> <li>• Analyze narrators or points of view</li> </ul>	

	<p><b>Nonfiction/Informational Text Response</b></p> <ul style="list-style-type: none"> <li>• Distinguish between primary and secondary sources</li> <li>• Analyze main ideas and supporting evidence</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Review components of writing process</li> <li>• Review characteristics of effective paragraphs</li> <li>• Write paragraphs based on topics based on readings and personal experiences</li> <li>• Write an autobiographical narrative</li> <li>• Write grammatically correct paragraphs and essays</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• A Glossary of Usage</li> <li>• Capitalization</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>• Use a variety of pre-reading strategies</li> <li>• Relate literature and informational text to self, world, and other texts</li> <li>• Select reading strategies for text appropriate to reader’s purpose</li> <li>• Determine the meaning of an unfamiliar word</li> <li>• Infer the meaning of a word from context or etymology</li> </ul>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Answer questions in large group discussions about the sequence of events in the plot of a short story</li> <li>• Identify the different settings of a short story and discuss how the different settings affect a character’s decisions in a short story</li> <li>• Respond to a theme or a character analysis question in a visual or informal format</li> <li>• Write a grammatically correct paragraph identifying the internal and external conflicts faced by a character</li> <li>• Write a grammatically correct paragraph describing how the author of a short story portrays a particular character</li> <li>• Write a grammatically correct personal</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics</li> <li>• Quizzes over selections and vocabulary</li> <li>• Unit test over selections in unit.</li> <li>• Short story section on final exam</li> </ul>

	<p>narrative about an incident of importance in their lives</p> <ul style="list-style-type: none"><li>• Locate primary and secondary sources on a topic of personal interest and write a short grammatically correct paper synthesizing the two types of information</li><li>• Use new vocabulary words in writing assignments and in-class activities</li></ul>	
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<b>Unit of Study</b>	<b>Semester Two: Novels</b> <ul style="list-style-type: none"> <li>• Novel (s) study</li> <li>• Writing assignments based on reading</li> <li>• Reading strategies and vocabulary</li> </ul>	<b>Resources That Will Support Instruction</b> Select at least 3 novels <ul style="list-style-type: none"> <li>• <i>Old Man and the Sea</i></li> <li>• <i>A Separate Peace</i></li> <li>• <i>Animal Farm</i></li> <li>• <i>Great Expectations</i></li> <li>• <i>Elements of Language</i>, 4<sup>th</sup> Course; chapters 22-23</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</li> <li>• 1.B.4c Read age-appropriate material with fluency and accuracy</li> <li>• 1C. Comprehend a broad range of reading materials</li> <li>• 1.C.4a Use questions and predictions to guide reading</li> <li>• 1.C.4b Explain and justify an interpretation of a text</li> <li>• 2A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.A.4a Analyze and evaluate the effective use of literary techniques in classic and contemporary literature representing a variety of forms</li> <li>• 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict</li> <li>• Read and interpret a variety of literary works</li> <li>• 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature</li> <li>• 3A. Use correct grammar, spelling, punctuation, capitalization and structure</li> <li>• 3B. Compose well-organized and coherent writing for specific purposes and audiences</li> </ul>	

<p><b>Objectives</b></p>	<p><b>Historical/Biographical Context</b></p> <ul style="list-style-type: none"> <li>• Identify historical background necessary for the understanding of the novel</li> <li>• Identify author biographical information relevant to the understanding of the novel</li> <li>• Evaluate how the novel reflects a culture, society, or historical period</li> </ul> <p><b>Literary Response/ Literary Elements</b></p> <ul style="list-style-type: none"> <li>• Relate situations in novel to self, world, and other texts</li> <li>• Identify key characteristics of the genre of the novel; i.e. realism, fantasy, allegory</li> <li>• Analyze plot structure, flashback and foreshadowing</li> <li>• Analyze setting and how it affects character</li> <li>• Analyze characterization, point of view, and symbolism in the novel</li> <li>• Analyze internal and external conflicts of a character</li> <li>• Discuss the significance of the title</li> <li>• Identify examples of different literary devices in the text</li> </ul> <p><b>Reading/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation</li> <li>• Use word origins and derivations to understand meanings of new words</li> <li>• Infer the meaning of a word from context</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Review essay format and components</li> <li>• Write paragraphs and essays analyzing character and theme</li> <li>• Comparison-Contrast</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Punctuation: end marks and commas</li> <li>• Punctuation: semicolons and colons</li> </ul> <p><b>Speaking and Listening</b></p>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Use pre-reading strategies to focus on major theme or background information for a novel</li> <li>• Answer and/or create plot based questions on a section of a novel</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or</li> </ul>

	<ul style="list-style-type: none"> <li>• Answer and/or create higher level thinking questions on a section of a novel</li> <li>• Create and/or complete a graphic organizer for character and/or theme analysis of a section of a novel</li> <li>• Write a grammatically correct theme or character analysis paragraph on the novel</li> <li>• Write a grammatically correct theme or character analysis essay on the novel</li> <li>• Use selected vocabulary words in writing assignments or other unit activities</li> <li>• Respond to text in a short grammatically correct writing assignment by relating it to self, world, or other texts</li> <li>• Compare and contrast a film version to novel itself</li> </ul>	<p>character related topics</p> <ul style="list-style-type: none"> <li>• Quizzes and tests over reading assignments.</li> <li>• Vocabulary quizzes</li> <li>• Section of final exam</li> </ul>
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<p><b>Unit of Study</b></p>	<p><b>Semester Two: Drama</b></p> <ul style="list-style-type: none"> <li>• Read play</li> <li>• Reading strategies and vocabulary development</li> <li>• Writing assignments based on play</li> </ul>	<p><b>Resources That Will Support Instruction</b></p> <p>Select from at least 1 play</p> <ul style="list-style-type: none"> <li>• <i>The Merchant of Venice</i></li> <li>• <i>Antigone</i></li> <li>• <i>The Odyssey</i></li> <li>• <i>Trifles</i></li> <li>• <i>The Brute</i></li> <li>• <i>Elements of Literature, 4<sup>th</sup> Course</i>, separate text</li> <li>• <i>Elements of Language, Fourth Course</i>, chapter 24-25</li> </ul>
<p><b>Illinois Learning Standards</b></p>	<ul style="list-style-type: none"> <li>• 1A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</li> <li>• 1.B.4c Read age-appropriate material with fluency and accuracy</li> <li>• 1C. Comprehend a broad range of reading materials</li> <li>• 1.C.4a Use questions and predictions to guide reading</li> <li>• 1.C.4b Explain and justify an interpretation of a text</li> <li>• 2A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.A.4a Analyze and evaluate the effective use of literary techniques in classic dramatic literature</li> <li>• 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict</li> <li>• Read and interpret a variety of literary works</li> <li>• 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature</li> <li>• 3A. Use correct grammar, spelling, punctuation, capitalization and structure</li> </ul>	

	<ul style="list-style-type: none"> <li>• 3B. Compose well-organized and coherent writing for specific purposes and audiences</li> </ul>
<b>Objectives</b>	<p><b>Literary Response: Historical/Biographical Context</b></p> <ul style="list-style-type: none"> <li>• Summarize major known facts about playwrights' life</li> <li>• Sketch and describe typical parts of the Greek and modern theatre</li> <li>• Describe the elements of the Greek and modern theatre--costumes, scenery, sound effects, lighting, actors, special effects, audience, rehearsal and performance</li> </ul> <p><b>Literary Response/Literary Elements</b></p> <ul style="list-style-type: none"> <li>• Define and discuss the effects of themes and their impact on the outcome of the play</li> <li>• List the elements of the classical definition of comedy, tragedy and modern drama and apply them to the play</li> <li>• Identify examples of and analyze significance of specific literary terms relevant to this drama</li> </ul> <p><b>Reading/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation</li> <li>• Relate themes and situations in the play to self, world, and other texts, including identifying real life situations of the impact of both love prejudice</li> <li>• Identify causes and effects of character decisions in the play</li> <li>• Interpret the meaning of unfamiliar words in the play</li> <li>• Use word origins and derivations to understand meanings of new words</li> <li>• Infer the meaning of a word from context</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Write paragraphs and essays analyzing character and theme</li> <li>• Write paragraphs and essays analyzing causes and effects</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Punctuation: italics, quotation marks, and ellipsis points</li> <li>• Punctuation: apostrophes, hyphens, dashes, parentheses, brackets</li> </ul> <p><b>Speaking and Listening</b></p>

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Use pre-reading strategies to focus on major theme or background information for the play</li> <li>• Answer and/or create plot based questions on a section of the play</li> <li>• Answer and/or create higher level thinking questions on a section of the play</li> <li>• Create and/or complete a graphic organizer for character and/or theme analysis of a section of the play</li> <li>• Write a grammatically correct theme or character analysis paragraph or essay on a novel</li> <li>• Write a grammatically correct cause effect analysis paragraph or essay on the play</li> <li>• Respond to text in a short writing assignment by relating it to self, world, or other texts</li> <li>• Compare and contrast film version to the written script of the play itself</li> <li>• Read aloud or perform a role of a section of the play</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics.</li> <li>• Quizzes and tests over reading assignments.</li> <li>• Section of final exam</li> </ul>

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<b>Unit of Study</b>	<b>Semester Two: Poetry</b> <ul style="list-style-type: none"> <li>• Read selected poems</li> <li>• Reading strategies and vocabulary development</li> <li>• Writing assignments based on poems</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>Elements of Literature, 4<sup>th</sup> Course, Collection 7</i></li> <li>• <i>Elements of Language, Fourth Course, chapter 26-27</i></li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</li> <li>• 1.C.4b Explain and justify an interpretation of a text</li> <li>• 1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material</li> <li>• 1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view)</li> <li>• 2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media</li> <li>• 2.A.4d Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint</li> </ul>	
<b>Objectives</b>	<p><b>Historical/Biographical Context</b></p> <ul style="list-style-type: none"> <li>• Summarize major known facts about poets’ lives and time periods</li> </ul> <p><b>Literary Response/Literary Elements</b></p> <ul style="list-style-type: none"> <li>• Define and discuss the effects of themes and their impact on the poem</li> <li>• Identify the elements of poetry and determine how they enhance the meaning of the poem</li> <li>• Analyze the significance of specific literary terms relevant to the poem</li> </ul> <p><b>Reading/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation</li> <li>• Relate themes and situations in the poem to self, world, and other texts, including identifying real life situations of the impact of themes</li> <li>• Identify figurative language, symbols and themes in the poem</li> <li>• Interpret the meaning of unfamiliar words in the poem</li> <li>• Use word origins and derivations to understand meanings of new words</li> </ul>	

	<ul style="list-style-type: none"> <li>• Infer the meaning of a word from context</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Write a research-based poetry explication essay</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Punctuation: italics, quotation marks, and ellipsis points</li> <li>• Punctuation: apostrophes, hyphens, dashes, parentheses, brackets</li> </ul> <p><b>Speaking and Listening</b></p>	
<b>Assessments</b>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Use pre-reading strategies to focus on major theme or background information for the poem</li> <li>• Answer and/or create higher level thinking questions on a section of the poem</li> <li>• Respond to text in a short writing assignment by relating it to self, world, or other texts</li> <li>• Oral interpretation of a poem</li> <li>• Analyze a poem and write a formal research-based poetry explication, using correct MLA format citations</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or poetic devices topics.</li> <li>• Quizzes and tests over reading assignments.</li> <li>• Section of final exam</li> </ul>