

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

<p>Mission Statement (6-12)</p>	<p>Our mission is to develop effective communicators who</p> <ul style="list-style-type: none"> • Discover a personal style, • Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources, • And appreciate cultural differences and human universals.
<p>English Language Arts Goals and Standards (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>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>
<p>Course Sequence (Grades 9-12)</p>	<p>Required Courses:</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">Introduction to Mass MediaNewspaper Production I and IIDrama Production I and IIYearbook Production I and II
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Course Framework

Course Title:	Advanced Placement English Literature and Composition
Grade Level:	11
Semesters:	Two (full year)
Prerequisite	See English Placement Guidelines
Course Description	<p>AP English Literature and Composition includes an intensive study of representative works of literary merit drawn from the literature of Great Britain and the colonies with links to literature set in other parts of the world as well. This literature complements the major American works studies in English II Honors</p> <p>Students are expected to take the Advanced Placement English Literature and Composition Examination that is offered in May. In preparation for this examination, the course includes a close reading of texts with emphasis on reading and responding to literary works, the analysis of literary works to arrive at an understanding of their multiple meanings, an assessment of the quality and artistic achievement of literary works and a consideration of their social, historical and cultural values. Written assignments will focus on the critical analysis of literature, including expository, analytical and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language with emphasis on developing stylistic maturity.</p> <p>Special attention will be paid to test preparation skills such as vocabulary development, grammar, reading, and writing for the PSAT, SAT, ACT, and PSAT which are given during the junior year.</p> <p>Students will review the steps of the research process, and major research projects will be required of all students.</p>

College Board Standards

- The course will follow the most recent *AP English Course Description*.
- The course includes an intensive study of representative works such as those by authors cited in the *AP English Course Description*. (**Note: The College Board does not mandate any particular authors or reading list.**) The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times.
- The works selected for the course should require careful, deliberative reading that yields multiple meanings.
- The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:
 - Structure, style, and themes
 - The social and historical values it reflects and embodies
 - Elements such as the use of figurative language, imagery, symbolism, and tone.
- The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed in-class responses. The course requires:
 - Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)
 - Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
 - Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values
- The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:
 - A wide-ranging vocabulary used appropriately and

	<p>effectively</p> <ul style="list-style-type: none"> ○ A variety of sentence structures, including appropriate use of subordination and coordination ○ Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis ○ A balance of generalization and specific, illustrative detail ○ An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
Materials	<p>Core Text: <i>Literature: An Introduction to Fiction, Poetry, Drama and Introduction to Poetry, 6th Edition</i></p> <p>Supplementary titles will be selected from: <i>Macbeth, Poisonwood Bible, Beowulf, The Canterbury Tales, Wuthering Heights, Jane Eyre, Brave New World, Heart of Darkness, Power of One, Things Fall Apart, A Midsummer Night's Dream, The Importance of Being Earnest, Pygmalion</i></p>

Unit Frameworks

Unit of Study	Novel/Play Summer Reading Literature: novel and drama study Reading: pre-, during and after reading strategies and responses, vocabulary Writing: writing process, paragraphs, reader-response, essay test response, grammar, writing assignments based on reading Speaking and Listening: small and large group discussion, oral reading, project presentations, note taking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Literature: An Introduction to Fiction, Poetry, Drama.</i> • <i>Introduction to Poetry 6th Edition</i> • <i>Macbeth</i> • <i>The Poisonwood Bible</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • I.A.Apply word analysis and vocabulary skills to comprehend selections • 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings • 1.B. Apply reading strategies to improve understanding and fluency • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information • 1.B.5c Evaluate a variety of composition for purpose, structure, content and detail for use in school or at work • 1.B.5d Read age-appropriate material with fluency and accuracy • 1.C.5a Use questions and predictions to guide reading across complex materials • 1.C.5b Analyze and defend an interpretation of text • 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material • 2.A Understand how literary elements and techniques are used to convey meaning • 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) • 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works • 2.B.5a Analyze and express an interpretation of a literary work • 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives • 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences • 3.B.5 Using contemporary technology, produce documents of publication quality 	

	<p>for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</p> <ul style="list-style-type: none"> • 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation • 4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages • 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology • 4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals • 5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms
Objectives	<p>Historical Background/Context</p> <ul style="list-style-type: none"> • Review major known facts about Shakespeare’s life and the Renaissance Theatre • Identify social, political and religious influences of Congolese Culture as described by Kingsolver • Explain significance of the historical events and concepts on the literature such as, reigning monarch and cultural biases of the time <p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • Identify the elements of a classical tragedy or a comedy and explain why the play fits the appropriate definition • Identify and discuss the use of figurative language, characters, plot and setting to advance plot, create characters and develop themes • Compare and contrast hero of the play to heroes of previously studied time periods and modern heroes • Identify elements of supernatural and explain the effects of the supernatural on the attitudes, behaviors and relationships of the characters • Identify the effect the setting has on the plot and the characters • Identify examples of and analyze the significance of specific literary term relevant to literature including (but not limited to)—aside, soliloquy, oxy moron, paradox, personification, metaphor, simile, alliteration, malapropism, iambic pentameter, sonnet, rhymed couplet, dramatic irony, verbal irony, and situational irony • Define and discuss the concept of fate and its impact on the outcome of the play

	<p>Reading/Thinking Strategies</p> <ul style="list-style-type: none"> • Describe the difference between Shakespearean and Congolese languages and modern language and practice techniques to improve comprehension • Relate themes and situations • Identify cause and effect of character discussions • Analyze setting and characterization • Generate and responds to questions that that reflect higher-level thinking skills, i.e.—analysis, synthesis, evaluation • Interpret the meaning of unfamiliar words in works • Use word origins and derivations to understand meanings of new words • Infer the meaning of a word from context • Relate themes and situations to self, world and other texts <p>Writing Focus</p> <ul style="list-style-type: none"> • Write paragraphs and essays analyzing historical context, literary elements, character, and theme • Creative writing projects to develop skill and understand author techniques 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Answer and/or create graphic organizers for character and/or theme analysis • Answer and/or create higher level thinking questions • Answer and/or create comprehension-based questions • Respond to a text in a short, grammatically correct writing assignment by relating it to self, world or other text • Complete a diagnostic test the first full day of class to assess student skill and content retention from the two summer reading pieces 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussions and projects related to literature • Quizzes and tests over literature • Section of final exam

Unit of Study	Semester One: Anglo-Saxon Literature Literature: Poetry study: epics, elegies and riddles Reading: pre-, during and after reading strategies and responses, vocabulary Writing: writing process, paragraphs, reader-response, essay test response, grammar, writing assignments based on reading Speaking and Listening: small and large group discussion, oral reading, project presentations, note taking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Beowulf</i> • <i>Literature: An Introduction to Fiction, Poetry, Drama</i> • <i>Introduction to Poetry 6th Edition</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information • 1.B.5c Evaluate a variety of composition for purpose, structure, content and detail for use in school or at work • 1.B.5d Read age-appropriate material with fluency and accuracy • 1.C.5a Use questions and predictions to guide reading across complex materials • 1.C.5b Analyze and defend an interpretation of text • 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material • 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) • 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works • 2.B.5a Analyze and express an interpretation of a literary work • 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives • 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences • 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms 	

	<p>using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation</p> <ul style="list-style-type: none"> • 4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages • 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology. • 4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals • 5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms
<p>Objectives</p>	<p>Historical Background/Context</p> <ul style="list-style-type: none"> • Explain significance of historical events and concepts on the literature of the time • Compare and contrast Anglo-Saxon heroes to modern day heroes explaining how society shapes and creates heroes <p>Literary Response/ Literary Elements</p> <ul style="list-style-type: none"> • Identify oral nature of literature of time • Identify and list elements of Anglo-Saxon poetic styles: elegy, riddle, epic • Explain the significance of and discuss the development of the following themes found in the literature: two concepts of fate, heroism, materialism, immortality • Identify the elements of paganism and Christianity within the literature <p>Reading/Thinking Strategies</p> <ul style="list-style-type: none"> • Relate themes and situations • Identify cause and effect of character discussions • Analyze setting and characterization • Generate and responds to questions that that reflect higher-level thinking skills, i.e.—analysis, synthesis, evaluation • Interpret the meaning of unfamiliar words in works • Use word origins and derivations to understand meanings of new words. • Infer the meaning of a word from context <p>Writing Focus</p> <ul style="list-style-type: none"> • Write paragraphs and essays analyzing historical context, literary elements, character, and theme • Creative writing projects to develop skill and understand author techniques

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> • Use pre-reading strategies to focus on theme and background information • Answer and/or create graphic organizers for character and/or theme analysis • Answer and/or create higher level thinking questions • Answer and/or create comprehension-based questions • Respond to a text in a short, grammatically correct writing assignment by relating it to self, world or other text 	<ul style="list-style-type: none"> • Participate in small group discussions and projects related to literature • Quizzes and tests over literature • Vocabulary quizzes • Essay writing • Section of final exam

Unit of Study	Semester One: Medieval Literature Literature: poetry and prose study Reading: pre-, during and after reading strategies and responses, vocabulary Writing: writing process, paragraphs, reader-response, essay test response, grammar, writing assignments based on reading Speaking and Listening: small and large group discussion, oral reading, project presentations, note taking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Literature: An Introduction to Fiction, Poetry, Drama</i> • <i>Introduction to Poetry 6th Edition</i> • <i>The Canterbury Tales</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information • 1.B.5c Evaluate a variety of composition for purpose, structure, content and detail for use in school or at work • 1.B.5d Read age-appropriate material with fluency and accuracy • 1.C.5a Use questions and predictions to guide reading across complex materials • 1.C.5b Analyze and defend an interpretation of text • 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material • 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) • 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works • 2.B.5a Analyze and express an interpretation of a literary work • 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives • 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences • 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate 	

	<p>traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation</p> <ul style="list-style-type: none"> • 4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages • 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology • 4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals • 5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms
Objectives	<p>Historical Background/Context</p> <ul style="list-style-type: none"> • Explain significance of historical events, religion and social structure on the literature of the time • Compare and contrast Medieval hero to both the Anglo-Saxon heroes and to modern day heroes explaining how society shapes and creates heroes <p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • Identify transition between written and oral nature of literature of time, understand the implications this has for the literature of the time • Explain the significance of and discuss the development of the following themes found in the literature: importance of appearance, corruption, nobility in spirit and society, heroism • Identify the religious influences on the literature • Define persona and explain how persona affects the reader’s opinions of characters in <i>The Canterbury Tales</i> • Define romance and identify elements in selections studied • Define ballad and identify elements in selections studied <p>Reading/Thinking Strategies</p> <ul style="list-style-type: none"> • Relate themes and situations • Identify cause and effect of character discussions • Analyze setting and characterization • Generate and responds to questions that that reflect higher-level thinking skills, i.e.—analysis, synthesis, evaluation • Interpret the meaning of unfamiliar words in works • Use word origins and derivations to understand meanings of new words

	<ul style="list-style-type: none"> • Infer the meaning of a word from context <p>Writing Focus</p> <ul style="list-style-type: none"> • Write paragraphs and essays analyzing historical context, literary elements, character, and theme • Creative writing projects to develop skill and understand author techniques 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-reading strategies to focus on theme and background information • Answer and/or create graphic organizers for character and/or theme analysis • Answer and/or create higher level thinking questions • Answer and/or create comprehension-based questions • Respond to a text by relating it to self, world or other text • Rewrite ballads to examine syntax and diction's impact on literature • Write a character analysis of one of Chaucer's pilgrims reviewing MLA style to reference one's research 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussions and projects related to literature • Quizzes and tests over literature • Vocabulary quizzes • Section of final exam

<p>Unit of Study</p>	<p>Semester One: Renaissance</p> <p>Literature: drama, poetry and prose study</p> <p>Reading: pre-, during and after reading strategies and responses, vocabulary</p> <p>Writing: writing process, paragraphs, reader-response, essay test response, grammar, writing assignments based on reading, research paper, writing process, paragraphs, citations, MLA formatting, expository/persuasive writing, grammar</p> <p>Research: research process, types of note taking, appropriate documentation, formatting of final product.</p> <p>Speaking and Listening: small and large group discussion, oral reading, project presentations, note taking</p>	<p>Resources That Will Support Instruction</p> <ul style="list-style-type: none"> • <i>Literature: An Introduction to Fiction, Poetry, Drama</i> • <i>Introduction to Poetry 6th Edition</i>
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> • 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings • 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information • 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts • 1.B.5d Read age-appropriate material with fluency and accuracy • 1.C.5a Use questions and predictions to guide reading across complex materials. • 1.C.5b Analyze and defend an interpretation of text • 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material • 1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques) • 2.A Understand how literary elements and techniques are used to convey meaning • 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) • 2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece • 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works 	

	<ul style="list-style-type: none"> • 2.B.5a Analyze and express an interpretation of a literary work • 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives. • 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences • 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation • 4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages • 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology • 4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals • 5.A.5a Develop a research plan using multiple forms of data • 5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms • 5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience • 5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats • 5.C.5b Support and defend a thesis statement using various references including media and electronic resources
Objectives	<p>Historical Background/Context</p> <ul style="list-style-type: none"> • Explain significance of the historical events and political, religious and social developments on the literary selections • Review major known facts about Shakespeare’s life • Review elements of Renaissance Theatre <p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • Explain the significance of and the development of the following themes commonly

found in Renaissance literature

- Identify the elements of traditional forms of poetry (different types of sonnets, ballads) and explain the reasons for using these forms
- Identify the characteristics of metaphysical poetry and poetic conceit
- Identify the elements of a classical tragedy or a comedy and explain why the play fits the appropriate definition
- Identify and discuss the use of figurative language, characters, plot and setting to advance plot, create characters and develop themes
- Identify character traits in major characters and describe their psychological responses to the events
- Explain the significance and development of the themes
- Compare and Contrast hero of the play to heroes of previously studied time periods and modern heroes
- Identify elements of supernatural and explain the effects of the supernatural on the attitudes, behaviors and relationships of the characters
- Identify the effect the setting has on the plot and the characters
- Identify examples of and analyze the significance of specific literary term relevant to literature including (but not limited to)—aside, soliloquy, oxymoron, paradox, personification, metaphor, simile, alliteration, malapropism, iambic pentameter, sonnet, rhymed couplet, dramatic irony, verbal irony, and situational irony
- Define and discuss the concept of fate and its impact on the outcome of the play

Reading/Thinking Strategies

- Relate themes and situations
- Identify cause and effect of character discussions
- Analyze setting and characterization
- Generate and responds to questions that that reflect higher-level thinking skills, i.e.—analysis, synthesis, evaluation
- Interpret the meaning of unfamiliar words in works
- Use word origins and derivations to understand meanings of new words
- Infer the meaning of a word from context
- Use a variety of pre-reading strategies
- Select reading strategies for text appropriate to reader’s purpose
- Describe the difference between Shakespearean language and modern language and practice techniques to improve comprehension
- Identify cause and effect of character discussions

	<ul style="list-style-type: none"> • Analyze setting and characterization • Generate and responds to questions that that reflect higher-level thinking skills, i.e.—analysis, synthesis, evaluation • Interpret the meaning of unfamiliar words in works • Use word origins and derivations to understand meanings of new words • Infer the meaning of a word from context • Relate themes and situations to self, world and other texts <p>Literary Writing Focus</p> <ul style="list-style-type: none"> • Write paragraphs and essays analyzing historical context, literary elements, character, and theme • Creative writing projects to develop skill and understand author techniques 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-reading strategies to focus on theme and background information • Answer and/or create graphic organizers for character and/or theme analysis • Answer and/or create higher level thinking questions • Answer and/or create comprehension-based questions • Respond to a text in a short, grammatically correct writing assignment by relating it to self, world or other text • Complete topic selection • Write a thesis statement and prospectus paper • Write paragraphs that include topic sentences, supporting details, and transitional statements. • Create an annotated bibliography • Prepare an MLA formatted works cited page • Include properly cited quotations, summary, and/or paraphrase • Form a properly constructed introduction and conclusion • Write an MLA formatted essay based on research. • Analyze research for credibility 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussions and projects related to literature • Quizzes and tests over literature • Vocabulary quizzes • Section of final exam • Quizzes and tests over the research process

Unit of Study	Semester One: The Restoration Literature: prose study Reading: pre-, during and after reading strategies and responses, vocabulary Writing: writing process, paragraphs, reader-response, essay test response, grammar, writing assignments based on reading Speaking and Listening: small and large group discussion, oral reading, project presentations, note taking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Literature: An Introduction to Fiction, Poetry, Drama</i> • <i>Introduction to Poetry 6th Edition</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings • 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information • 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts • 1.B.5d Read age-appropriate material with fluency and accuracy • 1.C.5a Use questions and predictions to guide reading across complex materials. • 1.C.5b Analyze and defend an interpretation of text • 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material • 1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques) • 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) • 2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece • 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works • 2.B.5a Analyze and express an interpretation of a literary work 	
Objectives	Historical Background/Context <ul style="list-style-type: none"> • Explain significance of the historical events and social conditions that affected 	

literature of the time

- Explain the significance of and the development of the following themes common to the time period: materialism, law and order, illusion vs. reality, class obligations and rights, the divine rights of kings, individualism, and social responsibility

Literary Response/Literary Elements

- Define satire and identify examples of its use in both 18th century works and modern writing
- Discuss the prejudices found in the 18th century and explain how prejudice affects the characters and modern men and women
- Discuss the significance of the first comprehensive dictionary of the English language
- Identify various types of poetic forms used in the time period: elegy, pastoral, epic and mock epic
- Compare and contrast a personal definition of success with the definition of success as presented by 18th century authors
- Explain the significance of the development of private property and the founding of colonies on the authors and characters of the period
- Identify the techniques and the writing styles of the period: journals, travel diaries and essays

Reading/Thinking Strategies

- Relate themes and situations
- Identify cause and effect of character discussions
- Analyze setting and characterization
- Generate and responds to questions that that reflect higher-level thinking skills, i.e.—analysis, synthesis, evaluation
- Interpret the meaning of unfamiliar words in works
- Use word origins and derivations to understand meanings of new words
- Infer the meaning of a word from context
- Use a variety of pre-reading strategies
- Select reading strategies for text appropriate to reader’s purpose

Writing Focus

- Write paragraphs and essays analyzing historical context, literary elements, character, and theme
- Creative writing projects to develop skill and understand author techniques

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> • Use pre-reading strategies to focus on theme and background information • Answer and/or create graphic organizers for character and/or theme analysis • Answer and/or create higher level thinking questions • Answer and/or create comprehension-based questions • Respond to a text in a short, grammatically correct writing assignment by relating it to self, world or other text • Model writing from the period to play with diction and syntax's role in creating tone 	<ul style="list-style-type: none"> • Participate in small group discussions and projects related to literature • Quizzes and tests over literature • Vocabulary quizzes • Timed-essay • Section of final exam

Unit of Study	Semester Two: Romantic Novel Units	Resources That Will Support Instructions
Illinois Learning Standards	<ul style="list-style-type: none"> • Novel(s) study • Writing assignments based on reading • Reading strategies and vocabulary 	<ul style="list-style-type: none"> • <i>Wuthering Heights</i> • <i>Jane Eyre</i>
Objectives	<p>Historical/Biographical Context</p> <ul style="list-style-type: none"> • Identify historical background for the understanding of the novel • Identify author biographical information relevant to the understanding of the novel • Evaluate how the novel reflects a culture, society, or historical period <p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • Relate situations in novel to self, world, and other texts • Identify key characteristics of the genre of the novel; i.e. realism, fantasy, 	

	<p>allegory</p> <ul style="list-style-type: none"> Analyze plot structure, flashback, foreshadowing, and predictions Analyze setting and how it affects characters Analyze characterization, point of view, and symbolism in the novel Analyze internal and external conflicts of a character Discuss the significance of the title Identify examples of different literary devices in the text including: diction, syntax, figurative language, symbolism and character <p>Reading/Thinking Strategies</p> <ul style="list-style-type: none"> Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, syntheses, and evaluation Use word origins and derivations to understand meanings of new words Infer the meaning of a word from context <p>Writing Focus</p> <ul style="list-style-type: none"> Write paragraphs and essays analyzing historical context, literary elements, character, and theme Creative writing projects to develop skill and understand author techniques 		
<p>Assessments</p>	<table border="1"> <tr> <td data-bbox="344 1060 1122 1640"> <p>Performance Tasks</p> <ul style="list-style-type: none"> Use pre-reading strategies to focus on major theme/background information Create and answer plot based questions Create and answer higher level thinking questions Use selected vocabulary words in a variety of writing assignments Respond to text in a short grammatically correct writing assignment by relating it to self, world, or other texts In-class timed essay that examines the romantic genre </td> <td data-bbox="1122 1060 1455 1640"> <p>Other Evidence</p> <ul style="list-style-type: none"> Participate in small group discussions and projects on theme/character topics Quizzes and tests over reading assignments Vocabulary quizzes Section of final exam </td> </tr> </table>	<p>Performance Tasks</p> <ul style="list-style-type: none"> Use pre-reading strategies to focus on major theme/background information Create and answer plot based questions Create and answer higher level thinking questions Use selected vocabulary words in a variety of writing assignments Respond to text in a short grammatically correct writing assignment by relating it to self, world, or other texts In-class timed essay that examines the romantic genre 	<p>Other Evidence</p> <ul style="list-style-type: none"> Participate in small group discussions and projects on theme/character topics Quizzes and tests over reading assignments Vocabulary quizzes Section of final exam
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Unit of Study	Semester Two: Romantic Poetry Literature: poetry study Reading: pre-, during and after reading strategies and responses, vocabulary Writing: writing process, paragraphs, reader-response, essay test response, grammar, writing assignments based on reading Speaking and Listening: small and large group discussion, oral reading, project presentations, note taking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Literature: An Introduction to Fiction, Poetry, Drama</i> • <i>Introduction to Poetry 6th Edition</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.A.5a Identify and analyze new terminology and word origins in a variety of practical settings • 1.A5b Analyze the meaning of abstract concepts • 1.B.5a Relate reading to prior knowledge and experience; make connections • 1.B.5d Read age-appropriate material with fluency and accuracy • 1.C.5a Use questions and predictions to guide reading • 1.C.5b Analyze and defend an interpretation of text • 1.C.5d Summarize and make generalizations from content • 1.C.5e Evaluate how authors/illustrators use text to express their ideas • 2.A.5c Analyze the development of poetry in British literature • 2.A.5d Evaluate the influence of historical context on form, style, and point of view for a variety of literary works • 2.B.5a Analyze and express an interpretation of a literary work • 2.B.5b Apply knowledge gained from literature to understand contemporary issues and perspectives • 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages 	
Objectives	Historical/Biographical Context <ul style="list-style-type: none"> • Review major know facts about poet's life • Identify similarities between the poem and the real events if applicable • Explain relevant social and historical issues Literary Response/Literary Elements <ul style="list-style-type: none"> • Identify examples and analyze significant literary terms relevant to poetry 	

	<p>including sound, ton, speaker, metaphor, structure, and ode & lyric styles</p> <ul style="list-style-type: none"> • Determine the tone of the poem • Identify characteristics of different types of poems <p>Reading/Thinking Strategies</p> <ul style="list-style-type: none"> • Generate and respond to questions that reflect higher level thinking skills: i.e. analysis, synthesis, evaluation • Relate themes and situations in the poem to self, world, and to other texts • Interpret meanings of symbols and images • Infer the meaning of the word from context <p>Writing Focus</p> <ul style="list-style-type: none"> • Write paragraphs and essays analyzing historical context, literary elements, character, and theme • Creative writing projects to develop skill and understand author techniques 	
Assessment	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-reading strategies to focus on major theme/background information • Answer questions about a poem • Write poems using specific literary techniques and /or representing different types of poetry • Create and complete a graphic organizer • Write a grammatically correct paragraph, journal, or essay • Respond to text in a short writing assignment by relating it to self, world, or other text • Write in-class timed multiple choice and essay tests 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussion and projects on specific poetry topics • Quizzes and tests over poetry and terminology • Section of final exam

Unit of Study	<p>Semester Two: Victorians</p> <p>Literature: poetry study, drama and novella styles</p> <p>Reading: pre-, during and after reading strategies and responses, vocabulary</p> <p>Writing: writing process, paragraphs, reader-response, essay test response, grammar, writing assignments based on reading</p> <p>Speaking and Listening: small and large group discussion, oral reading, project presentations, note taking</p>	<p>Resources That Will Support Instruction</p> <ul style="list-style-type: none"> • <i>Literature: An Introduction to Fiction, Poetry, Drama</i> • <i>Introduction to Poetry 6th Edition</i> • Other Selections from: <i>Importance of Being Earnest, Heart of Darkness, Pygmalion</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.A.5a Identify and analyze new terminology and word origins in a variety of practical settings • 1.A.5b Analyze the meaning of abstract concepts • 1.B.5a Relate reading to prior knowledge and experience; make connections • 1.B.5b Analyze the defining characteristics of complex literary genres • 1.B.5d Read age-appropriate material with fluency and accuracy • 1.C.5a Use questions and predictions to guide reading • 1.C.5b Analyze and defend an interpretation of text • 1.C.5d Summarize and make generalizations from content • 1.C.5e Evaluate how authors/illustrators use text to express their ideas • 2.A.5a Compare and evaluate oral, written, or viewed works from various eras and traditions and analyze literary devices • 2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict, and resolution • 2.A.5c Analyze the development of form and purpose in poetry and plays • 2.A.5d Evaluate the influence of historical context on form, style, and point of view for a variety of literary works • 2.B.5a Analyze and express an interpretation of a literary work • 2.B.5b Apply knowledge gained from literature to understand contemporary issues and perspectives 	
Objectives	<p>Historical/Biographical Context</p> <ul style="list-style-type: none"> • Review major known facts about author/poet's life • Identify similarities between the literature and the real events if applicable 	

	<ul style="list-style-type: none"> • Explain relevant social and historical issues <p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • Identify examples and analyze significant specific literary terms relevant • Determine the tone of the piece of literature • Identify characteristics of different types of poems, novellas and drama <p>Reading/Thinking Strategies</p> <ul style="list-style-type: none"> • Generate and respond to questions that reflect higher level thinking skills: i.e. analysis, synthesis, evaluation • Relate themes and situations in the play/poem to self, world, and to other texts • Interpret meanings of symbols and images • Infer the meaning of the word from context <p>Writing Focus</p> <ul style="list-style-type: none"> • Write paragraphs and essays analyzing historical context, literary elements, character, and theme • Creative writing projects to develop skill and understand author techniques 	
Assessment	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-reading strategies to focus on major theme/background information • Answer questions about a play/ poem • Write poems using specific literary techniques and /or representing different types of poetry/play • Write a grammatically correct paragraph, journal, or essay • Respond to text in a short writing assignment by relating it to self, world, or other text • Read aloud or perform a role of a section of the play • Write in-class essay prompt that models the AP test 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussion and projects on specific poetry topics • Quizzes and tests over poetry, drama, novella and terminology • Section of final exam