

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

<p>Course Title:</p> <p>Grade Level:</p> <p>Semesters:</p> <p>Prerequisite:</p>	<p>English III</p> <p>11</p> <p>Two (full year)</p> <p>English I, English I Honors or World Studies and English II, English II Honors or American Studies</p>
<p>Course Description</p>	<p>English III includes the study of the literature of Great Britain and the colonies with links to literature set in other parts of the world as well. Students will read diaries, essays, novels, short stories, plays and poetry from the classical ages through contemporary periods with emphasis upon integrating the reading experiences with thinking, speaking, listening, and writing skills.</p> <p>Students will review elements of grammar and write expository, persuasive, and narrative essays. Special attention will be paid to test preparation skills such as vocabulary development, grammar, reading and writing for the PSAT, SAT, ACT, and PSAE which are given during the junior year.</p> <p>Students will review the steps of the research process, and a major research paper will be required of all students.</p>
<p>District-approved Materials and/or Resources</p>	<p>Core Text: <i>The British Tradition Volumes 1&2</i></p> <p>Supplementary titles will be selected from: <i>Wuthering Heights</i>, <i>Pygmalion</i>, <i>Brave New World</i>, <i>The Power of One</i>, <i>The Importance of Being Earnest</i>, <i>A Midsummer Night's Dream</i>, and <i>Jane Eyre</i></p>

Unit Frameworks

Unit of Study	Semester One: Anglo-Saxons 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 <i>The British Tradition Volumes 1 & 2</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 traditional and/or electronic formats; adapt content, vocabulary, 	

	<p>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 the following historical events and concepts on the literature: establishment of monasteries, Battle of Hastings, Roman missionaries in England, Anglo-Saxon Warrior Code, Celtic Religious traditions, understanding role of Anglo-Saxon scop, Identify elements of feudal society • Compare and contrast Anglo-Saxon heroes to modern day heroes explaining how society shapes and creates heroes <p>Literary Elements</p> <ul style="list-style-type: none"> • Identify the oral tradition of literature • 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 character and theme

	<ul style="list-style-type: none"> • Write paragraphs and essays analyzing causes and effects. • Write paragraphs and essays comparing and contrasting value systems. • Write original poems representing specific literary techniques. 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Use pre-read 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 	Other Evidence <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

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 <i>The British Tradition Volumes 1&2</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
Objectives	<p>Historical Background/Context</p> <ul style="list-style-type: none"> • Explain significance of the following historical events and concepts on the literature: Crusades, death of St. Thomas a Beckett, the plague, feudalism, Chivalry and courtly love • Describe the complexity of medieval clergy and explain their role in medieval life • 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 elements of paganism and Christianity within the literature • Define persona and explain how persona affects the readers 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,

	<p>i.e.—analysis, synthesis, evaluation</p> <ul style="list-style-type: none"> • 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 character and theme • Write paragraphs and essays analyzing causes and effects • Write paragraphs and essays comparing and contrasting value systems • Write original literature representing specific literary techniques, such as ballads and romance 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-read 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 	<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 • Research specific background information and present to class • Section of final exam

Unit of Study	Semester One: The Renaissance 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, and performances.	Resources That Will Support Instruction <i>The British Tradition Volumes 1&2</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 	

<p>Objectives</p>	<p>Historical Background/Context</p> <ul style="list-style-type: none"> • Explain significance of the following historical events and social developments on the literary selections: creation of the Church of England with the King as supreme head, the Protestant Reformation, Exploration around the world, Reign of Henry VIII, New World settlements, Puritanism, English Civil War, the beheading of Charles I, Establishment of the Puritan commonwealth, the artistic renaissance throughout Europe <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: the Petrarchan lover, carpe diem, role of power, effects of power on man, love and beauty, the importance of poetry, nature and death • Identify the elements of traditional forms of poetry (sonnets, ballads) and explain the reasons for using these forms • Identify the structure of a sonnet • Define abstract terms which Renaissance writers also defined, such as love, beauty, faithfulness, and hope • Identify the characteristics of metaphysical poetry and poetic conceit • Compare and contrast the speakers and the speakers’ tones in sonnets by various writers • Explain the difference between an Elizabethan (Shakespearean) sonnet, and Italian (Petrarchan) sonnet <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 • Use a variety of pre-reading strategies • Select reading strategies for text appropriate to reader’s purpose <p>Writing Focus</p> <ul style="list-style-type: none"> • Write paragraphs and essays analyzing character and theme
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	<ul style="list-style-type: none"> • Write paragraphs and essays analyzing causes and effects • Write paragraphs and essays comparing and contrasting value systems • Write original poems representing specific literary techniques 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Use pre-read 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 texts 	Other Evidence <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

Unit of Study	Semester One: Shakespearean Drama 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>The British Tradition Volumes 1&2</i> • <i>Macbeth</i> and/or <i>A Midsummer Night's Dream</i> • Film versions of plays
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 	

	<p>specifications for a variety of purposes and audiences</p> <ul style="list-style-type: none"> • 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.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"> • Summarize major known facts about Shakespeare’s life • Describe elements of Renaissance theatre • 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 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

	<ul style="list-style-type: none"> • Identify examples of and analyze the significance of specific literary term relevant to this drama—aside, soliloquy, oxy moron, 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 language 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 character and theme • Write paragraphs and essays analyzing causes and effects • Write paragraphs and essays comparing and contrasting elements of the play 	
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 texts 	<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 • Performances • Section of final exam

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 <i>The British Tradition Volumes 1&2</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 	

<p>Objectives</p>	<p>Historical Background/Context</p> <ul style="list-style-type: none"> • Explain significance of the following historical events and social conditions Oliver Cromwell, Charles II’s restoration to the throne, the plague, the London Fire of 1666, the American Revolution and the French Revolution • 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, social responsibility <p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • 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 <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 • Use a variety of pre-reading strategies • Select reading strategies for text appropriate to reader’s purpose
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	<p>Writing Focus</p> <ul style="list-style-type: none"> • Write paragraphs and essays analyzing character and theme • Write paragraphs and essays analyzing causes and effects • Write paragraphs and essays comparing and contrasting value systems • Write original poems representing specific literary techniques 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-read 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 texts 	<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

Unit of Study	Semester Two: Research Writing: Writing process, paragraphs, citations, MLA formatting, Expository/persuasive writing, grammar Research: Research process, types of note taking, appropriate documentation, formatting of final product.	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>MLA Handbook</i> • Teacher prepared materials
Illinois Learning Standards	<ul style="list-style-type: none"> • 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 • 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	<ul style="list-style-type: none"> • Explain what is meant by research • Explain the importance of documentation • Define plagiarism • Explain what is meant by and take notes using paraphrase, summary, and direct quotation styles • Identify the types of information that goes on evidence cards and source cards • Determine whether or not a source is credible for use in research • Research, plan and prepare a research paper with works cited page using MLA format and proper grammatical form 	

	<ul style="list-style-type: none"> • Incorporate researched information into the paper using the appropriate punctuation and documentation • Review components of the writing process • Review characteristics of effective paragraphs • Write paragraphs based on researched topics • Write a problem/solution or literary based research paper 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Complete topic selection • Write a thesis statement • Write paragraphs that include topic sentences, supporting details, and transitional statements. • Create source cards and notecards • 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 	Other Evidence: <ul style="list-style-type: none"> • Quizzes and tests over the research process

Unit of Study	Semester Two: Novels Literature: novel 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 Instructions <ul style="list-style-type: none"> • <i>Power of One</i> • <i>Wuthering Heights</i> • <i>Brave New World</i> • <i>Jane Eyre</i> • <i>Sense and Sensibility</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.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 British literature and of other countries • 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"> • 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, allegory • 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 <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 Emphasis</p> <ul style="list-style-type: none"> • Write paragraphs, journals, and essays analyzing character and theme 	
Assessments	<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 • Create and complete a graphic organizer for character/theme analysis • Write a grammatically correct theme or character analysis paragraph • Write a grammatically correct theme or character analysis essay • Use selected vocabulary words in a variety of 	<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

	<p>writing assignments</p> <ul style="list-style-type: none">• Respond to text in a short grammatically correct writing assignment by relating it to self, world, or other texts• Compare and contrast the film version to the novel	
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Unit of Study	Semester Two: Romantics 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	Resource That Will Support Instruction <i>The British Tradition Volumes 1&2</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 poets’ life (if applicable) • 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 of and analyze significance of specific literary terms 	

	<p>relevant to poetry</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 Emphasis:</p> <ul style="list-style-type: none"> • Write original poems using specific literary techniques • Write original poems using different types of poems • Respond to a text in a short, grammatically correct writing assignment by relating it to self, world or other text 		
Assessment	<table border="1"> <tr> <td data-bbox="407 915 1133 1442"> <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 </td> <td data-bbox="1133 915 1443 1442"> <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 </td> </tr> </table>	<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 	<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
<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 	<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 		

<p>Unit of Study</p>	<p>Semester Two: Victorians</p> <p>Literature: poetry 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</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>The British Tradition Volumes 1 & 2</i> • <i>Importance of Being Earnest</i> and/or <i>Pygmalion</i>
<p>Illinois Learning Standards</p>	<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.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 	

<p>Objectives</p>	<p>Historical/Biographical Context</p> <ul style="list-style-type: none"> • Review major know facts about author/poet’s life (if applicable) • Identify similarities between the literature and the real events if applicable • Explain social and historical issue relevant <p>Literary Response/Literary Elements:</p> <ul style="list-style-type: none"> • Identify examples of and analyze significance of specific literary terms relevant • Determine the tone of the poem • Relate situations in novel/drama to self, world, and other texts • Identify key characteristics of the genre of the novel; i.e. realism, fantasy, allegory • Analyze plot structure, flashback, foreshadowing, and predictions • Analyze setting and how it affects characters • Analyze characterization, point of view, and symbolism in the novel/drama • Analyze internal and external conflicts of a character • Discuss the significance of the title • Identify examples of different literary devices in the text <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 Emphasis</p> <ul style="list-style-type: none"> • Write original poems using specific literary techniques • Write original poems using different types of poems • Respond to a text in a short, grammatically correct writing assignment by relating it to self, world or other text
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Assessment	Performance Tasks	Other Evidence
	<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 • 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 • Read aloud or perform a role of a section of the play 	<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	Semester Two: Literary Buddies (Optional Unit of Study)	Resources That Will Support Instruction: Various Novels
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.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 know facts about author’s life (if applicable) • Identify similarities between the literature and the real events if applicable • Explain relevant social and historical issues <p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • Identify relevant examples of and analyze significance of specific literary terms • Relate situations in nove/drama to self, world, and other texts • Identify key characteristics of the genre of the novel; i.e. realism, fantasy, allegory 	

	<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/drama • Analyze internal and external conflicts of a character • Identify examples of different literary devices in the text <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 novel to self, world, and to other texts • Interpret meanings of symbols and images • Infer the meaning of the word from context • Develop good reading habits and skills <p>Writing Emphasis</p> <ul style="list-style-type: none"> • Maintain a reader’s log • Respond to a text in a short, grammatically correct writing assignment by relating it to self, world or other text (journal/buddy responses)
Assessment	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-reading, during reading, and post reading strategies • 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 • Individual project • Group Project