

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>American Studies</p> <p>10</p> <p>Two (full year)</p> <p>English I, English I Honors, or World Studies</p>
<p>Course Description</p>	<p>This course combines the English II curriculum and the History of America curriculum into an integrated, two period course, which will be team-taught by an English teacher and a Social Studies teacher. The course will integrate literature, writing and historical events to help students understand the major themes, events and institutions that make the United States a world leader today.</p> <p>The course integrates the literature, historical events, and study of typical living conditions in a chronological survey of the political, social, and literary history of the United States. The focus of the course will be an understanding of the changes that led the United States to assume the responsibilities of world leadership by integrating these two curricula. Students will read journals, speeches, biographies, essays, novels, short stories, plays, poetry, and historical documents representing American authors of various ethnic backgrounds. In addition students will write expository, persuasive and narrative essays.</p> <p>Special features of the course include a continued emphasis on the writing process, incorporating vocabulary and research skills, and a wide variety of projects designed to promote critical thinking skills. Emphasis will be on group projects and research to explore the American identity.</p>
<p>District-approved Materials and/or Resources</p>	<p>Core Text: <i>McDougal Littell: American Literature and American Nation in the Modern Era.</i></p> <p>Supplementary titles will be selected from <i>Twentieth-Century American Drama, A Raisin in the Sun, The Glass Menagerie, The Adventures of Huckleberry Finn, The Great Gatsby, To Kill A Mockingbird, In Country, The Catcher in the Rye, and The Crucible.</i></p>

Unit Frameworks

Unit of Study	Semester One and Two Short Stories Literature: Non-fiction and Short Fiction Reading: Pre-, during and after reading strategies and responses, vocabulary Writing: Writing Process, Paragraphs, Personal Narrative, Grammar, journal responses, essay test responses Speaking and Listening: Small group and large group discussion	Resources That Will Support Instruction <ul style="list-style-type: none">• <i>McDougal Littell: American Literature</i> (Units 1-3)• <i>McDougal Littell: American Literature</i> (Units 4-7)• Historical Background Lessons
Illinois Learning Standards	<ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2. A. Understand how literary elements and techniques are used to convey meaning • 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences 	

<p>Objectives</p>	<p>Historical/Biographical Context</p> <ul style="list-style-type: none"> • Identify historical background (allusions) necessary for the understanding of the novel • Identify author biographical information relevant to the understanding of the novel • Evaluate how the novel reflects American culture, society, or historical period • Evaluate how the novel reflects course thematic study <p>Short Fiction Literary Response</p> <ul style="list-style-type: none"> • Analyze plot structure • Analyze setting and how it affects character • Analyze characterization • Analyze internal and external conflicts of a character • Analyze narrators or points of view • Analyze aphorisms • Analyze romanticism • Analyze allegory • Analyze theme • Analyze author's style • Analyze genres and traditions in American literature <p>Nonfiction/Informational Text Response</p> <ul style="list-style-type: none"> • Evaluate the historical and social influences of the time periods studied • Identify bias in first hand journal accounts • Identify cultural values expressed in myths • Identify charged words and tone • Analyze main ideas and supporting evidence <p>Writing</p> <ul style="list-style-type: none"> • Review components of writing process • Review characteristics of effective paragraphs • Write paragraphs based on topics based on readings and personal experiences • Write an autobiographical narrative
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	<ul style="list-style-type: none"> • Write grammatically correct paragraphs and essays <p>Vocabulary</p> <p>Define words based on sentence context</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Identify the historical significance of the time period in which literary pieces are written • Use a variety of pre-reading strategies • Identify strategies for reading difficult passages • Identify strategies for constructing meaning • Relate literature and informational text to self, world, and other texts • Select reading strategies for text appropriate to reader’s purpose • Determine the meaning of an unfamiliar word • Infer the meaning of a word from context or etymology 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Answer questions in large group discussions about the sequence of events in the plot of a short story • Identify the different settings of a short story and discuss how the different settings affect a character’s decisions in a short story • Write a myth about a local landmark • Write a social contract for teachers and students • Synthesizing the two types of information • Use new vocabulary words in writing assignments and in-class activities • Identify correct use of vocabulary words in context sentences • Read an unfamiliar passage and answer literal and inferential questions 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussions and projects on theme or character related topics • Quizzes over selections and vocabulary • Unit test over selections in unit • Short story section on final exam

Unit of Study	Semester One: Poetry	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>McDougal Littell: American Literature</i> Selections chosen from Units 2, 3, 4 & 5. • Historical Background Lessons
Illinois Learning Standards	<ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2A. Understand how literary elements and techniques are used to convey meaning • 2.A.4b Explain relationships between and among literary elements commonly used in poetry • Read and interpret a variety of literary works • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences 	
Objectives	Literary Response: Historical/Biographical Context <ul style="list-style-type: none"> • Emphasis on historical context of poet's life and genre • Explain social and historical issues relevant to the understanding of a poem • Review major known facts about poet's life (if applicable) • Identify similarities between the poem and the real events it was based on if applicable Literary Elements <ul style="list-style-type: none"> • Identify examples of and analyze significance of specific literary terms 	

relevant to poetry—imagery, allusion, alliteration, types of metaphor, figurative language, types of simile, diction, personification, rhythm, meter, free verse, types of feet, rhyme, end rhyme, internal rhyme, exact rhyme, slant rhyme, onomatopoeia, rhyme scheme, caesura, tone

- Identify similarities in multiple poems by the same author
- Identify importance of punctuation in creating meaning
- Identify characteristics of different types/styles of poems

Reading/Thinking Strategies

- 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, other texts, historical context
- Use word origins and derivations to understand meanings of new words
- Identify examples of jargon
- Identify stylistic patterns distinctive to individual poets
- Interpret meaning of symbols and images
- Infer the meaning of a word from context.

Writing Emphasis

- Write poems modeling literary techniques and style of specific poets
- Write original poems representing different types of poems
- Write original poems using specific types of phrases and clauses
- Write about the meaning of a poem in a variety of ways: analysis, interpretation, personal response, comparison-contrast. Summary
- Focus on a consistent style from start to finish
- Write a variety of types of essays using poetry as specific examples and development of a thesis statement

Grammar Focus

- Review types of phrases and clauses and identify them in poetry and prose selections

Speaking and Listening

- Read a poem or a section of a poem aloud to a small group and to the whole class

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> • Use pre-reading strategies to focus on major theme or background information for the poem • Answer questions about a poem • Create and/or complete a graphic organizer for a poem • Write a grammatically correct paragraph or essay on a poem • Respond to text in a short writing assignment by relating it to self, world, or other texts • Read a poem or section of a poem aloud 	<ul style="list-style-type: none"> • Participate in small group discussions and projects on specific poetry topics

Unit of Study	Semester One: Research Process <ul style="list-style-type: none"> • Research process • Types of note-taking • Appropriate documentation • Formatting of final product 	Resources That Will Support Instruction <ul style="list-style-type: none"> • Teacher prepared materials • <i>McDougal Littell: American Literature</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 5. A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas • 5. A. 5a Develop a research plan using multiple formats of data • 5. B. Analyze and evaluate information acquired from various sources • 5. B. 5a Evaluate the usefulness of information and synthesize information support a thesis • 5. C.4b Produce written documents using supportive research and incorporating contemporary technology 	
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 go on evidence cards and source cards • Determine whether or not a source is credible for use in a research project • Research, plan, and prepare a short research paper with works cited page using MLA format and proper grammatical form • Incorporate researched information into the paper using the appropriate punctuation and documentation • Incorporate and integrate historical and literary research throughout the semester and Semester II 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Prepare evidence cards using various note-taking techniques • Write paragraphs using researched material correctly • Research, plan, and prepare research papers and projects with works cited page using MLA format and proper grammatical form 	Other Evidence <ul style="list-style-type: none"> • Quizzes • Section on final exam

Unit of Study	Modern Times: A World Power 1897-1920
Illinois Learning Standards	<ul style="list-style-type: none"> • Apply the skills of historical analysis and interpretation • 16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings) • 16.A.5b Explain the tentative nature of historical interpretations • B. Understand the development of significant political events • 16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy) • 16.B.5b (US) Analyze how United States political history has been influenced by the nation's economic, social and environmental history • C. Understand the development of economic systems • 16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II • 16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history • D. Understand Illinois, United States and world social history • 16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history • E. Understand Illinois, United States and world environmental history • 16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities • 16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history
Objectives	<p>Knowledge and Understanding</p> <p>Age of Reform</p> <ul style="list-style-type: none"> • Discuss backgrounds of reformers • Analyze the issues that concerned progressives, and explain how they tried to make changes

- Identify workplace problems that progressives targeted
- Describe the rulings that the Supreme Ct made on labor laws
- Trace how reformers tried to improve life in U.S. cities and improve moral standards
- Explain the impact the progressive movement had on immigrants
- Summarize the reforms that were enacted to make U.S. voting procedures more democratic
- Assess why the government tried to regulate trusts and the food/drug industry
- Trace the changes in political reforms from Roosevelt to Wilson
- Examine what life was like for women and how they gained the right to vote

America and the World

- Identify the major factors that drove imperialism
- Describe the United States role in Hawaii, China, Japan, Spain, Puerto Rico and the Philippines during their beginning stages of imperialism
- Summarize U.S. policy during the Spanish and Mexican-American Wars
- Explain why the U.S. intervened in Latin America and the Pacific
- Identify the major causes of unrest in Europe
- Relate the challenges the U.S. faced while trying to remain neutral
- Explain how the U.S. adapted to war and the affects this had on the economy and culture
- Describe the types of experiences Americans had while serving in Europe
- List the final events of WWI
- Identify the goals and treaties that were designed to prevent another world war
- Discuss the global impact of WWI

Democratic Understanding and Civic Values

- Apply the foundations of the US governmental system to the relevant movements within the unit
- Distinguish the difference between those with and those without and how it affects policy
- Evaluation of the roles of the President during war

	<ul style="list-style-type: none"> • Foreign policy roles of the presidency, Congress ad US citizens <p>Skill Attainment</p> <ul style="list-style-type: none"> • Identify and describe cause and effect relationships • Analyze primary sources • Evaluate political action in light of the public’s opinion • Establish relevance with modern issues and/or current events • Articulation of opinions and ideas through writing and discussion
Assessments	<ul style="list-style-type: none"> • Tests, quizzes • Class discussion • Simulations • Web quests • Daily assignments • Group-based and individual daily activities

Unit of Study	World Conflicts 1921-1960
Illinois Learning Standards	<ul style="list-style-type: none"> • 16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings) • 16.A.5b Explain the tentative nature of historical interpretations • 16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy) • 16.B.5b (US) Analyze how United States political history has been influenced by the nation's economic, social and environmental history • 16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II • 16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history • 16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history • 16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities • 16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history
Objectives	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Outline and explain the causes of WWII • Describe US Involvement to war II at home and abroad • Explain where, when, and why the Atomic bomb was dropped • Outline the results of World War II • Describe the social climate in Post WWII America (1950's) • Define the Cold War • detail the origins of the Cold War • Describe US Cold War Involvement at home and abroad

	<ul style="list-style-type: none"> • List the Cold War tactics/weapons and provide examples of them being used specifically by US Presidents • Explain the cause and results of the Korean War • Explain the cause and detail the results of the Cuban Missile Crisis <p>Democratic Understanding and Civic Values</p> <ul style="list-style-type: none"> • Distinguishing the difference between varying political and economic systems (Democracy vs. Communism) • Evaluation of the roles of Congress and the president to make war • Foreign policy roles of the presidency, Congress, and US citizens • Apply the foundations of the US governmental system to the relevant movements within the unit <p>Skill Attainment</p> <ul style="list-style-type: none"> • Independent reading and note taking • Create a timeline • Identify cause and effect • Classify characteristics as political economic and social • Articulation of opinions and ideas through writing and discussions • Primary/Secondary source analysis • Demonstrate the use of internet as a reliable research tool • Test taking strategies • Establish relevance with modern issues and/or current events
Assessments	<ul style="list-style-type: none"> • Graphic organizers • Web quest • Quizzes • Research project on World War II • Primary source analysis • Oral presentations • Time line analysis

Unit of Study	Semester One: Novel Units <ul style="list-style-type: none"> • Novel (s) study • Writing assignments based on reading • Reading strategies and vocabulary 	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>The Adventures of Huckleberry Finn</i> • <i>The Great Gatsby</i> • <i>To Kill a Mockingbird</i> • Film version of novels • Historical background lessons
Illinois Learning Standards	<ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2A. Understand how literary elements and techniques are used to convey meaning • 2.A.4a Analyze and evaluate the effective use of literary techniques in classic and contemporary literature representing a variety of forms • 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict • Read and interpret a variety of literary works • 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences 	
Objectives	Literary Response: Historical/Biographical Context <ul style="list-style-type: none"> • Identify historical background (allusions) necessary for the understanding 	

of the novel

- Identify author biographical information relevant to the understanding of the novel
- Evaluate how the novel reflects American culture, society, or historical period
- Evaluate how the novel reflects course thematic study

Literary Response: Literary Elements

- 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 and foreshadowing
- Analyze setting and how it affects character
- Analyze characterization, point of view, and symbolism in the novel
- Analyze narrator reliability
- Analyze internal and external conflicts
- Discuss the significance of the title
- Identify examples of different literary devices in the text
- Understand use of dialect and vernacular/colloquial language

Reading/Thinking Strategies

- Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation
- Use word origins and derivations to understand meanings of new words
- Infer the meaning of a word from context

Writing Emphasis

- Review essay format and components (strong introduction with clear thesis, good topic sentences, sufficient detail, internal transitions, good conclusion with a reworded thesis and link back to attention-getter/motivator)
- Write paragraphs and essays analyzing character, theme, symbolism and plot
- Comparison-Contrast
- Expository writing techniques
- Persuasive writing techniques

	<p>Grammar Focus</p> <ul style="list-style-type: none"> • Grammar and usage activities as needed in conjunction with text or writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Participate actively in classroom discussion • Present research or discussion findings to class 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-reading strategies to focus on major theme or background information for a novel • Answer and/or create plot based questions on a section of a novel or work as a whole • Answer and/or create higher level thinking questions on a section of a novel or work as a whole • Create and/or complete a graphic organizer for character and/or theme analysis of a section of a novel or work as a whole • Write a grammatically correct theme or character analysis essay on the novel • Write a grammatically correct persuasive essay on a theme or topic presented in the novels • Use selected vocabulary words in writing assignments or other unit activities • Respond to text in a grammatically correct writing assignment by relating it to self, world, or other texts. • React to text through reflective journal writing 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussions and projects on theme or character related topics • Quizzes and tests over reading assignments • Vocabulary quizzes • Section of final exam

Unit of Study	Semester Two: Novel Units <ul style="list-style-type: none"> • Novel (s) study • Writing assignments based on reading • Reading strategies and vocabulary 	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>A Catcher in the Rye</i> • <i>In Country</i> • Film version of novels • Historical background Lessons
Illinois Learning Standards	<ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections. • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2A. Understand how literary elements and techniques are used to convey meaning • 2.A.4a Analyze and evaluate the effective use of literary techniques in classic and contemporary literature representing a variety of forms • 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict • Read and interpret a variety of literary works • 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences 	
Objectives	Literary Response: Historical/Biographical Context <ul style="list-style-type: none"> • Identify historical background (allusions) necessary for the understanding of the novel • Identify author biographical information relevant to the understanding of 	

the novel

- Evaluate how the novel reflects American culture, society, or historical period
- Evaluate how the novel reflects course thematic study

Literary Response/Literary Elements

- 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 and foreshadowing
- Analyze setting and how it affects character.
- Analyze characterization, point of view, and symbolism in the novel
- Analyze narrator reliability
- Analyze internal and external conflicts
- Discuss the significance of the title
- Identify examples of different literary devices in the text
- Understand use of dialect and vernacular/colloquial language

Reading/Thinking Strategies

- Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation
- Use word origins and derivations to understand meanings of new words
- Infer the meaning of a word from context

Writing Emphasis

- Review essay format and components (strong introduction with clear thesis, good topic sentences, sufficient detail, internal transitions, good conclusion with a reworded thesis and link back to attention-getter/ motivator)
- Write paragraphs and essays analyzing character, theme, symbolism and plot
- Comparison-contrast
- Expository writing techniques
- Persuasive writing techniques

Grammar Focus

- Grammar and usage activities as needed in conjunction with text or writing

Speaking and Listening

	<ul style="list-style-type: none"> • Participate actively in classroom discussion • Present research or discussion findings to class 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-reading strategies to focus on major theme or background information for a novel • Answer and/or create plot based questions on a section of a novel or work as a whole • Answer and/or create higher level thinking questions on a section of a novel or work as a whole • Create and/or complete a graphic organizer for character and/or theme analysis of a section of a novel or work as a whole • Write a grammatically correct theme or character analysis essay on the novel • Write a grammatically correct persuasive essay on a theme or topic presented in the novels • Use selected vocabulary words in writing assignments or other unit activities • Respond to text in a grammatically correct writing assignment by relating it to self, world, or other texts. • React to text through reflective journal writing 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussions and projects on theme or character related topics • Quizzes and tests over reading assignments • Vocabulary quizzes • Section of final exam

Unit of Study	Semester Two: Poetry	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>McDougal Littell: American Literature</i> Selections chosen from Units 6 & 7. • Historical Background Lessons
Illinois Learning Standards	<ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2A. Understand how literary elements and techniques are used to convey meaning • 2.A.4b Explain relationships between and among literary elements commonly used in poetry • Read and interpret a variety of literary works • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences 	
Objectives	Literary Response: Historical/Biographical Context <ul style="list-style-type: none"> • Emphasis on historical context of poet’s life and genre • Explain social and historical issues relevant to the understanding of a poem • Review major known facts about poet’s life (if applicable) • Identify similarities between the poem and the real events it was based on if applicable 	

Literary Elements

- Identify examples of and analyze significance of specific literary terms relevant to poetry—imagery, allusion, alliteration, types of metaphor, figurative language, types of simile, diction, personification, rhythm, meter, free verse, types of feet, rhyme, end rhyme, internal rhyme, exact rhyme, slant rhyme, onomatopoeia, rhyme scheme, caesura, tone
- Identify similarities in multiple poems by the same author
- Identify importance of punctuation in creating meaning
- Identify characteristics of different types/styles of poems

Reading/Thinking Strategies

- 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, other texts, historical context
- Use word origins and derivations to understand meanings of new words
- Identify examples of jargon
- Identify stylistic patterns distinctive to individual poets
- Interpret meaning of symbols and images
- Infer the meaning of a word from context

Writing Emphasis

- Write poems modeling literary techniques and style of specific poets
- Write about the meaning of a poem in a variety of ways: analysis, interpretation, personal response, comparison-contrast
- Focus on a consistent style from start to finish
- Write a variety of types of essays using poetry as specific examples and development of a thesis statement
- Analyze difference in two or more poems focusing on theme, style and word choice
- Lead small group discussions comparing two poems themes, styles and word choices.

Grammar Focus

- Review types of phrases and clauses and identify them in poetry and prose selections
- Select length of stanzas based on topic and theme

	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Read a poem or a section of a poem aloud to a small group and to the whole class • Identify natural rhythms as another student reads a poem • Demonstrate knowledge of poetic rhythm by reading a poem using different rhythms 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-reading strategies to focus on major theme or background information for the poem • Answer higher level thinking questions about a poem • Write poems using specific literary techniques and/or representing different types of poetry • Create and/or complete a graphic organizer for a poem • Write a grammatically correct paragraph or essay on a poem • Respond to text in a short writing assignment by relating it to self, world, or other texts • Read a poem or section of a poem aloud 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussions and projects on specific poetry topics • Quizzes and tests over poetry and poetry terminology. • Section of final exam

<p>Unit of Study</p>	<p>Semester Two: Drama</p> <ul style="list-style-type: none"> • Read play • Reading strategies and vocabulary development • Writing assignments based on play 	<p>Resources That Will Support Instruction</p> <p>Select from these titles:</p> <ul style="list-style-type: none"> • <i>The Crucible</i> • <i>The Glass Menagerie</i> • <i>A Raisin in the Sun</i> • <i>A Streetcar Named Desire</i> • <i>Contemporary American Plays</i> • Film version of plays • Historical background lessons
<p>Illinois Learning Standards</p>	<ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2A. Understand how literary elements and techniques are used to convey meaning • 2.A.4a Analyze and evaluate the effective use of literary techniques in classic dramatic literature • 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict • Read and interpret a variety of literary works • 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences 	

<p>Objectives</p>	<p>Historical/Biographical Context</p> <ul style="list-style-type: none"> • Emphasis on historical context of playwright’s life and genre • Explain social and historical issues relevant to the understanding of the play • Sketch and describe the settings of the play • Describe the elements of the --costumes, scenery, sound effects, lighting, actors, stage directions, special effects, audience, rehearsal and performance <p>Literary Elements</p> <ul style="list-style-type: none"> • Identify examples of and analyze significance of specific literary terms relevant to this drama - dramatic irony, verbal irony, situational irony, motivation, static characters, dynamic characters, stage directions, and dialogue <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 to self, world, and other texts, including identifying real life discuss warning signs of and alternatives to suicide • Identify causes and effects of character decisions in the play • Interpret the meaning of unfamiliar words in the play • 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 and essays analyzing character and theme • Write paragraphs and essays analyzing causes and effects • Compare and contrast different film versions of the play <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Listen to sections of the play • Read aloud from the play 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Use pre-reading strategies to focus on major theme or background information for the play • Answer and/or create plot based questions on a section of the play • Answer and/or create higher level thinking questions 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussions and projects on theme or character

	<p>on a section of the play</p> <ul style="list-style-type: none"> • Create and/or complete a graphic organizer for character and/or theme analysis of a section of the play • Write a grammatically correct theme or character analysis paragraph or essay on a novel • Write a grammatically correct cause effect analysis paragraph or essay on the play • Respond to text in a short writing assignment by relating it to self, world, or other texts • Compare and contrast film version to the written script of the play itself • Read aloud or perform a role of a section of the play 	<p>related topics.</p> <ul style="list-style-type: none"> • Quizzes and tests over reading assignments. • Section of final exam
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Unit of Study	A Changing Home Front: 1954-1978
Illinois Learning Standards	<ul style="list-style-type: none"> • 16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings) • 16.A.5b Explain the tentative nature of historical interpretations • 16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy) • 16.B.5b (US) Analyze how United States political history has been influenced by the nation's economic, social and environmental history • 16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II • 16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history • 16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities • 16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history
Objectives	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Identify and articulate the initial objectives and strategies of the Kennedy administration • Understand the transition from Kennedy to Johnson in terms of presidential goals and legislative achievement • Describe the details of major events such as the Cuban Missile Crisis and the assassination of President Kennedy • Know the origins of the Civil Rights Movement and recognize the rationale for its key strategies • Articulate the reasons for change within the Civil Rights Movement • Express the vital importance of expansion of black voting rights in the South, and the corresponding efforts for equality at the ballots

- Identify the major organizations within the Civil Rights Movement
- Identify major events related to the struggle for civil rights
- Describe the achievements of the Civil Rights Movement
- Describe connections between the following groups' struggles for equal rights and the greater Civil Rights Movement:
 - Women
 - Chicanos
 - Americans with disabilities
 - Elderly Americans
- Articulate the reasons for and impact of the cultural revolution of the 1960s
- Understand the historical foundation for conflict in Vietnam, with particular emphasis on the pervasive spirit of nationalism in the country
- Explain how US involvement in Vietnam increased after WWII into the 1960s
- Know the major events of US involvement in the Vietnam War
- Understand the origins and impact of the domestic antiwar movement
- Comprehend the withdrawal process from Vietnam and the war's aftermath

Democratic Understanding and Civic Values

- Identify and articulate the reasons behind the varied movements of this era
- Evaluate the efficacy of myriad forms of protest and political action
- Analyze the domestic response to international action
- Comprehend the legislation that arose from the issues of the era
- Apply the foundations of the US governmental system to the relevant movements within the unit

Skill Attainment

- Identify and describe cause-and-effect relationships
- Analyze primary sources
- Evaluate political action in light of current national social attitudes
- Establish relevance with modern issues and/or current events
- Articulation of opinions and ideas through writing and discussions

Assessments	<ul style="list-style-type: none">• Essay writing-comparison/contrast• Research project• Newspaper project on cultural changes• Oral presentations• Speech analyses• Quizzes• Group and class-wide informal discussions
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Unit of Study	Modern Times: 1968-Present
Illinois Learning Standards	<ul style="list-style-type: none"> • 16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings) • 16.A.5b Explain the tentative nature of historical interpretations • 16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy) • 16.B.5b (US) Analyze how United States political history has been influenced by the nation's economic, social and environmental history • 16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II • 16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history • 16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities • 16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history
Objectives	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Detail the impact of domestic and foreign concerns on US Presidents <ul style="list-style-type: none"> ○ Watergate Scandal ○ Energy Crisis ○ Diplomacy with China ○ Moscow Summit, etc • Articulate continuing foreign policy in regard to Southeast Asia and Africa • Explain the events related to and results of the 1976 election • Recognize changing US attitudes (governmental and societal) • Detail the onset and progress of the Republican Revolution

	<ul style="list-style-type: none"> • Understand the critical components of “Reaganomics” • Articulate continuing global concerns related to the expansion of communism • Recognize the origins and actions related to the Persian Gulf War • Emphasize current issues – topics varied based on student interest <p>Democratic Understanding and Civic Values</p> <ul style="list-style-type: none"> • Apply the foundations of the US governmental system to the relevant movements within the unit • Distinguishing the difference between varying political and economic systems (Democracy vs. Communism) • Evaluation of the roles of Congress and the president to make war • Foreign policy roles of the presidency, Congress, and US citizens <p>Skill Attainment</p> <ul style="list-style-type: none"> • Identify and describe cause-and-effect relationships • Analyze primary sources • Evaluate political action in light of current national social attitudes • Establish relevance with modern issues and/or current events • Articulation of opinions and ideas through writing and discussions
Assessments	<ul style="list-style-type: none"> • Tests, quizzes • Class discussion • Daily assignments • Research: problem/solution essay • Group-based and individual daily activities