

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

Unit Frameworks

Unit of Study	Semester One: Short Stories	Resources That Will Support Instruction
Illinois Learning Standards	<ul style="list-style-type: none"> • Read short stories • Writing assignments based on reading • Reading strategies and vocabulary 	<ul style="list-style-type: none"> • <i>Elements of Literature</i>, 4th Course, Collections 1-4 • <i>Elements of Language</i>, Fourth Course, Chapter 1. 9, 11
Objectives	<p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • 1.A Apply word analysis and vocabulary skills to comprehend selections • 1.B 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 • 1.C 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>Nonfiction/Informational Text Response</p> <ul style="list-style-type: none"> • Analyze plot structure, flashback and foreshadowing • Analyze setting and how it affects character • Analyze characterization • Analyze internal and external conflicts of a character • Analyze narrators or points of view • Distinguish between primary and secondary sources • 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 • Write grammatically correct paragraphs and essays <p>Reading Strategies</p> <ul style="list-style-type: none"> • Use a variety of pre-reading strategies • 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 • Respond to a theme or a character analysis question in a visual or informal format • Write a grammatically correct paragraph identifying the internal and external conflicts faced by a character • Write a grammatically correct paragraph describing how the author of a short story portrays a particular character • Write grammatically correct essays about an incident of importance in their lives • May locate primary and secondary sources on a topic of personal interest and write a short grammatically correct paper synthesizing the two types of information • Use new vocabulary words in writing assignments and in-class activities 	<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: Novels <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>Of Mice and Men</i> • One other novel selected from the following list: <i>Animal Farm, The Hobbit</i> • Alternate titles available: <i>The Chosen, The Joy Luck Club</i> • Film versions of novels • <i>Elements of Language</i>, 4th Course; chapter 2, 11, 12
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 • 1.C 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.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 • 3.A Use correct grammar, spelling, punctuation, capitalization and structure • 3.B 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 necessary 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 and foreshadowing • Analyze setting and how it affects character • 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, synthesis, 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"> • Review essay format and components • Write paragraphs and essays analyzing character and theme • Comparison-Contrast 	
<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 a novel • Answer and/or create plot based questions on a section of a novel. • Answer and/or create higher level thinking questions on a section of a novel • Create and/or complete a graphic organizer for character and/or theme analysis of a section of a novel 	<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

	<ul style="list-style-type: none"> • Write a grammatically correct theme or character analysis paragraph on the novel • Write a grammatically correct theme or character analysis essay on the novel • Use selected vocabulary words in writing assignments or other unit activities • Respond to text in a short grammatically correct writing assignment by relating it to self, world, or other texts • Compare and contrast a film version to novel itself 	<p>quizzes</p> <ul style="list-style-type: none"> • Section of final exam
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Unit of Study	Semester One: Shakespearean Drama <ul style="list-style-type: none"> • Background information • Read play • Reading strategies and vocabulary development • Writing assignments based on play • Quotation analysis, paraphrasing, and summary 	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Romeo and Juliet</i> • <i>Elements of Literature, 4th Course</i>, pp. 869-877; 880-881 • Film versions of play • <i>Elements of Language, Fourth Course</i>, chapter 3, 13
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 • 1.C 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.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 • 3.A Use correct grammar, spelling, punctuation, capitalization and structure • 3.B Compose well-organized and coherent writing for specific purposes and audiences 	
Objectives	Historical/Biographical Context <ul style="list-style-type: none"> • Summarize major known facts about Shakespeare's life • Sketch and describe typical parts of the Elizabethan theatre • Describe the elements of the Elizabethan theatre--costumes, scenery, sound effects, 	

	<p>lighting, actors, special effects, audience, rehearsal and performance -- and compare them to modern theatre</p> <p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • Define and discuss the Elizabethan concept of Fate and its impact on the outcome of the play • List the elements of the classical definition of tragedy and apply them to the play • Identify examples of and analyze significance of specific literary terms relevant to this drama--aside, soliloquy, oxymoron, iambic pentameter, sonnet, rhymed couplet, dramatic irony, verbal irony, situational irony <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 • Describe the differences between Shakespearean language and modern language and practice techniques to improve comprehension of Shakespeare • 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>Grammar</p> <ul style="list-style-type: none"> • As pertains to the unit <p>Speaking and Listening</p> <ul style="list-style-type: none"> • May include small and large group discussion; paraphrasing 	
<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 on 	<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

	<p>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 • May write a grammatically correct cause effect analysis paragraph, essay or other appropriate writing assignment 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>over reading assignments</p> <ul style="list-style-type: none"> • Section of final exam
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Unit of Study	Semester One or Two: Poetry	Resources That Will Support Instruction
Illinois Learning Standards	<ul style="list-style-type: none"> • Poetry terms and devices • May include oral or written analysis of poems 	<ul style="list-style-type: none"> • <i>Elements of Literature, 4th Course Collections 7-8</i> • <i>Elements of Language, Fourth Course, chapters 14-15 (phrases and clauses)</i>
Objectives	<p>Historical/Biographical Context</p> <ul style="list-style-type: none"> • 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 • Explain social and historical issues relevant to the understanding of a poem <p>Literary Response/Literary Elements</p> <ul style="list-style-type: none"> • Identify examples of and analyze significance of specific literary terms relevant to poetry—imagery, allusion, types of metaphor, figurative language, types of simile, diction, personification, rhythm, meter, free verse, types of feet, rhyme, end rhyme, internal rhyme, exact rhyme, approximate rhyme, alliteration, onomatopoeia, rhyme scheme, 	

	<ul style="list-style-type: none"> • Determine the tone of a poem • Identify characteristics of different types of poems, such as haiku, prose poem, lyric poetry, tanka, sonnet, ode, ballad <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 • Use word origins and derivations to understand meanings of new words • Identify examples of jargon • Interpret meaning of symbols and images • Infer the meaning of a word from context <p>Writing Emphasis</p> <ul style="list-style-type: none"> • May write original poems using specific literary techniques • May write original poems representing different types of poems • May write original poems using specific types of phrases and clauses • May write about the meaning of a poem in a variety of ways: analysis, interpretation, personal response, comparison/contrast. summary <p>Grammar Focus</p> <ul style="list-style-type: none"> • Review types of phrases and clauses and identify them in poetry and prose selections <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 	
<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 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 • May 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

Unit of Study	Semester One or Two: Research <ul style="list-style-type: none"> • Research process • Types of note-taking • Appropriate documentation • Plagiarism • Formatting of final product 	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Elements of Literature, 4th Course</i> pp. 800-81 • <i>Elements of Language, 4th Course</i> pp.218-245
Illinois Learning Standards	<ul style="list-style-type: none"> • Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas • B Analyze and evaluate information acquired from various sources • 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 	
	Performance Tasks <ul style="list-style-type: none"> • Prepare evidence cards using various note-taking techniques • Write a paragraph using researched material correctly • Research, plan, and prepare a short research paper with works cited page using MLA format and proper grammatical form 	Other Evidence <ul style="list-style-type: none"> • Section on final exam

Unit of Study	Semester Two: Short Fiction and Non- Fiction <ul style="list-style-type: none"> • Read short stories and non-fiction selections • Writing assignments based on reading • Reading strategies and vocabulary 	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Elements of Literature</i>, 4th Course, Collections 5,6,8 • <i>Elements of Language</i>, Fourth Course chapters 10, 20-21
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.A Apply word analysis and vocabulary skills to comprehend selections • 1.B 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 • 1.C 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 • 3.A Use correct grammar, spelling, punctuation, capitalization and structure • 3.B Compose well-organized and coherent writing for specific purposes and audiences 	
Objectives	Literary Response/Literary Elements <ul style="list-style-type: none"> • Review and analyze applicable literary techniques from first semester • Identify examples of three types of irony • Identify and analyze examples of irony, ambiguity • Make inferences about character and situation Nonfiction/Informational Text Response <ul style="list-style-type: none"> • Distinguish between objective and subjective writing • Determine if a story or information is credible • Analyze main ideas and supporting evidence 	

	<p>Writing</p> <ul style="list-style-type: none"> • Improve sentence style by combining sentences, eliminating wordiness, using parallel structure, and varying sentence structure • Write a paragraph or essay analyzing symbolism • Write a paragraph or essay analyzing a short story • Write grammatically correct paragraphs and essays <p>Grammar Focus</p> <ul style="list-style-type: none"> • Review common usage errors in writing and use these forms correctly in written work • Review capitalization rules and use them correctly in written work <p>Reading Strategies</p> <ul style="list-style-type: none"> • Use a variety of pre-reading strategies • Define inferences and recognize when subtleties, ambiguities and coincidence are crucial to the deeper meaning of a piece of writing • 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 • Respond to a theme or a character analysis question in a visual or informal format • Write a grammatically correct paragraph identifying and explaining symbolism, ambiguities, coincidences, and/or inferences about character and situation • Write a grammatically correct paragraph describing how the author of a short story portrays a particular character • Respond to a non-fiction selection in written or visual form analyzing the objectivity, subjectivity, and/or credibility of the source and the information • Use new vocabulary words in writing assignments and in-class activities 	<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 Two: Novels <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>Old Man and the Sea</i> • <i>A Separate Peace</i> • <i>Dances With Wolves</i> • <i>The Natural</i> • <i>Great Expectations</i> • Film versions of novels • <i>Elements of Language</i>, 4th Course; chapters 22-23
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.A Apply word analysis and vocabulary skills to comprehend selections • 1.B 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 • 1.C 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.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 • 3.A Use correct grammar, spelling, punctuation, capitalization and structure • 3.B 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 necessary 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 and foreshadowing • Analyze setting and how it affects character • 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 three types of irony • Identify and analyze examples of irony, ambiguity • Make inferences about character and situation • 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 • May 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"> • Review essay format and components • Write paragraphs and essays analyzing character and theme • Comparison-contrast <p>Grammar Focus</p> <ul style="list-style-type: none"> • Review rules for punctuation: end marks and commas and use them correctly in written work • Review rules for punctuation: semicolons and colons and use them correctly in written work
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	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Participate appropriately in small group and large group discussions • Present information from a group or individual activity to the class as a whole 	
<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 a novel • Answer and/or create plot based questions on a section of a novel • Answer and/or create higher level thinking questions on a section of a novel • Create and/or complete a graphic organizer for character and/or theme analysis of a section of a novel • Write a grammatically correct theme or character analysis paragraph on the novel • Write a grammatically correct theme or character analysis essay on the novel • Use selected vocabulary words in writing assignments or other unit activities • Respond to text in a short grammatically correct writing assignment by relating it to self, world, or other texts • Compare and contrast a film version to novel itself 	<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: Myths and Legends	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Elements of Literature, 4th Course</i> collection 9 • <i>Elements of Language, Fourth Course,</i> chapters 16-19
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.A Apply word analysis and vocabulary skills to comprehend selections • 1.B 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 • 1.C 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 • Read and interpret a variety of literary works • 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature • 3.A Use correct grammar, spelling, punctuation, capitalization and structure • 3.B Compose well-organized and coherent writing for specific purposes and audiences 	
Objectives	Historical/Biographical Context <ul style="list-style-type: none"> • Analyze biographical and historical context • Analyze how a writer’s background and beliefs are reflected in his/her writings • Analyze the relationships between myths and society • Compare real-life heroes to mythical and legendary heroes Literary Response/Literary Elements <ul style="list-style-type: none"> • Identify examples of and analyze significance of specific literary terms relevant to mythology and legends: idioms and slang, romance, quest, archetype 	

	<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 selections to self, world, and other texts • Identify elements of Arthurian legend present in other works studies; i.e. <i>Of Mice and Men, The Natural</i> • May 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"> • May write a paragraph or essay supporting an opinion • May write a paragraph or essay comparing two myths or a real life to a mythical situation <p>Grammar Focus</p> <ul style="list-style-type: none"> • Review usage rules for agreement, pronoun use, verb use, and modifier use and use the correct forms in own writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> • May debate the punishment that should be given to the guilty party • Present an oral retelling of a myth or part of a myth 	
<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 myth or legend • Answer questions about a myth or legend • Write poems using different types of phrases and/or clauses • Respond to text in a short writing assignment by relating it to self, world, or other texts • Identify historical basis for a myth or a legend • May use visual or written form compare and contrast a mythical or legendary hero with a real-life hero 	<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 selections • Section of final exam

Unit of Study	Semester Two: Drama (optional) <ul style="list-style-type: none"> • Read play • Reading strategies and vocabulary development • Writing assignments based on play 	Resources That Will Support Instruction <p>One or more of the following plays:</p> <ul style="list-style-type: none"> • <i>Elements of Literature, 4th Course</i> (<i>Antigone</i>, “The Brute, Trifles”) • <i>Elements of Language, Fourth Course</i>, chapters 24-25
Illinois Learning Standards	<ul style="list-style-type: none"> • 1.A Apply word analysis and vocabulary skills to comprehend selections • 1.B 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 • 1.C 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 • 3.A Use correct grammar, spelling, punctuation, capitalization and structure • 3.B Compose well-organized and coherent writing for specific purposes and audiences 	
Objectives	Historical/Biographical Context <ul style="list-style-type: none"> • Review major known facts about playwright’s life (if applicable) • Sketch and describe typical parts of the Greek theatre • Describe the elements of the Greek theatre--costumes, scenery, sound effects, lighting, actors, special effects, audience, rehearsal and performance -- and compare them to modern theatre 	

- Identify similarities between the events of a play and the real events it was based on
- Identify 19th century situations and social issues relevant to the understanding of a play

Literary Response/Literary Elements

- Define and discuss the effects of such themes as money and power, betrayal, discrimination, deceit, and love and their impact on the outcome of the play
- List the elements of the classical definition of comedy and apply them to the play
- Identify elements of a comedy found in a play
- Make inferences about character motives based on unseen characters and subtle clues in the play
- Identify examples of and analyze significance of specific literary terms relevant to these dramas--aside, soliloquy, oxymoron, iambic pentameter, sonnet, rhymed couplet, dramatic irony, verbal irony, situational irony, dialect, local color, farce, comedy

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 play to self, world, and other texts, including identifying real life situations of the impact of such themes as love, prejudice, and betrayal
- Identify causes and effects of character decisions in the play
- Describe the differences between Shakespearean language and modern language and practice techniques to improve comprehension of Shakespeare
- 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

Writing Emphasis

- Write paragraphs and essays analyzing character and theme
- Write paragraphs and essays analyzing causes and effects
- Write a short scene imitating the style of a play studied in class
- Review rules for punctuation--italics, quotation marks, and ellipsis points—and use these correctly in writing
- Review rules for punctuation--apostrophes, hyphens, dashes, parentheses, brackets—and use these correctly in writing

	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Debate the punishment that should be given to the guilty party • Read a part of a play aloud 	
<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 on a section of the play • 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>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. • Section of final exam