

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

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

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

<b>Course Title:</b>	<b>English II Honors</b>
<b>Grade Level:</b>	10
<b>Semesters:</b>	Two (full-year)
<b>Prerequisite:</b>	English I, English I Honors, World Studies
<b>Course Description</b>	<p><b>SUMMER READING:</b> A specific summer reading assignment is required for students enrolled in this course. Information about the title and required assignments will be available on the English Department section of the Geneva High School web site beginning in May.</p> <p>English II Honors includes the study of American literature from colonial through contemporary periods with emphasis upon integrating the reading experiences with thinking, speaking, listening, and writing processes. Students will read journals, biographies, essays, novels, short stories, plays, and poetry representing American authors of various ethnic backgrounds. The literature promotes students' critical and analytical thinking. In addition the literature will serve as models and material for the writing of expository, persuasive, and narrative essays.</p> <p>Special features of the course include a strong writing process emphasis. Students will write rhetorical and analytical essays. Vocabulary and research skills will be incorporated.</p>
<b>District-approved Materials and/or Resources</b>	<p>Materials used will be selected from a core text: <i>The Norton Anthology of American Literature, 4<sup>th</sup> Edition</i></p> <p>Supplementary titles selected from: <i>Twentieth-Century American Drama, Plays from Contemporary American Theatre, The Adventures of Huckleberry Finn, The Catcher in the Rye, The Crucible, Farewell to Arms, The Glass Menagerie, The Great Gatsby, In Country, To Kill a Mockingbird, A Raisin in the Sun, A Streetcar Named Desire, The Sun Also Rises</i></p>

### *Unit Frameworks*

<b>Unit of Study</b>	<b>Semester One and Two: Short Stories</b> <ul style="list-style-type: none"> <li>• Read short stories and non-fiction selections</li> <li>• Writing assignments based on reading</li> <li>• Reading strategies and vocabulary</li> </ul>	<b>Resources That Will Support Instruction</b> Selections chosen from the unit text, <i>Norton Anthology of American Literature: 4<sup>th</sup> Edition</i>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail</li> <li>• 1.B.4c Read age-appropriate material with fluency and accuracy</li> <li>• 1C. Comprehend a broad range of reading materials</li> <li>• 1.C.4a Use questions and predictions to guide reading</li> <li>• 1.C.4b Explain and justify an interpretation of a text</li> <li>• 2. A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict</li> <li>• 3A. Use correct grammar, spelling, punctuation, capitalization and structure</li> <li>• 3B. Compose well-organized and coherent writing for specific purposes and audiences</li> </ul>	
<b>Objectives</b>	<b>Historical/Biographical Context</b> <ul style="list-style-type: none"> <li>• Identify historical background (allusions) necessary for the understanding of the novel</li> <li>• Identify author biographical information relevant to the understanding of the novel</li> <li>• Evaluate how the novel reflects American culture, society, or historical period</li> <li>• Evaluate how the novel reflects course thematic study</li> </ul> <b>Literary Elements</b> <ul style="list-style-type: none"> <li>• Analyze plot structure</li> <li>• Analyze setting and how it affects character</li> <li>• Analyze characterization</li> </ul>	

- 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

**Nonfiction/Informational Text Response**

- Evaluate the historical and social influences of the time periods studied
- Identify bias in first hand journal accounts
- Identify persuasive techniques
- Identify cultural values expressed in myths
- Identify charged words and tone
- Analyze main ideas and supporting evidence

**Writing**

- 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

**Vocabulary**

- Define words based on sentence context

**Reading Strategies**

- 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

	<ul style="list-style-type: none"> <li>• Determine the meaning of an unfamiliar word</li> <li>• Infer the meaning of a word from context or etymology</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Answer questions in large group discussions about the sequence of events in the plot of a short story</li> <li>• Identify the different settings of a short story and discuss how the different settings affect a character's decisions in a short story</li> <li>• Write a myth about a local landmark</li> <li>• Write a social contract for teachers and students</li> <li>• synthesizing the two types of information</li> <li>• Use new vocabulary words in writing assignments and in-class activities</li> <li>• Identify correct use of vocabulary words in context sentences</li> <li>• Read an unfamiliar passage and answer literal and inferential questions</li> <li>• Demonstrate higher-order thinking skills in explicating/analyzing poetry</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics.</li> <li>• Quizzes over selections and vocabulary</li> <li>• Unit test over selections in unit.</li> <li>• Short story section on final exam</li> </ul>

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

- 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**

- Participate actively in classroom discussion



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

<b>Unit of Study</b>	<b>Semester One/Two: Poetry</b> <ul style="list-style-type: none"> <li>• Semester One: Poetry and poets of early America (through 1865)</li> <li>• Semester Two: Poetry and poets of modern America (since 1865)</li> <li>• Poetic explication and analysis</li> <li>• Reading strategies and vocabulary</li> </ul>	<b>Resources That Will Support Instruction</b> Selections chosen from the unit text (currently the <i>Norton Anthology of American Literature: 4<sup>th</sup> Edition</i> ).
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</li> <li>• 1.B.4c Read age-appropriate material with fluency and accuracy</li> <li>• 1C. Comprehend a broad range of reading materials</li> <li>• 1.C.4a Use questions and predictions to guide reading</li> <li>• 1.C.4b Explain and justify an interpretation of a text</li> <li>• 2A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.A.4b Explain relationships between and among literary elements commonly used in poetry</li> <li>• Read and interpret a variety of literary works</li> <li>• 3A. Use correct grammar, spelling, punctuation, capitalization and structure</li> <li>• 3B. Compose well-organized and coherent writing for specific purposes and audiences</li> </ul>	
<b>Objectives</b>	<b>Historical/Biographical Context</b> <ul style="list-style-type: none"> <li>• Review major known facts about poet’s life (if applicable)</li> <li>• Identify similarities between the poem and the real events it was based on if applicable</li> <li>• Explain social and historical issues relevant to the understanding of a poem</li> </ul>	

**Literary Response/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, tone
- Identify similarities in multiple poems by the same author
- Identify importance of punctuation in creating meaning
- Identify characteristics of different types 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
- Review authors defiance of grammar rules to achieve a purpose

	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Read a poem or a section of a poem aloud to a small group and to the whole class (memorization, interpretation, reader's theatre)</li> </ul>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Use pre-reading strategies to focus on major theme or background information for the poem</li> <li>• Answer questions about a poem</li> <li>• Write poems using specific literary techniques and/or representing different types of poetry</li> <li>• Create and/or complete a graphic organizer for a poem</li> <li>• Write a grammatically correct paragraph or essay on a poem</li> <li>• Respond to text in a short writing assignment by relating it to self, world, or other texts</li> <li>• Read a poem or section of a poem aloud</li> <li>• Demonstrate higher-order thinking skills in explicating/analyzing poetry</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on specific poetry topics</li> <li>• Quizzes and tests over poetry and poetry terminology</li> <li>• Section of final exam</li> </ul>

<b>Unit of Study</b>	<b>Semester Two: Novels</b> <ul style="list-style-type: none"> <li>• Novel (s) study</li> <li>• Writing assignments based on reading</li> <li>• Reading strategies and vocabulary</li> </ul>	<b>Resources That Will Support Instruction</b> Select from these titles: <ul style="list-style-type: none"> <li>• <i>The Sun Also Rises</i></li> <li>• <i>Farewell to Arms</i></li> <li>• <i>The Great Gatsby</i></li> <li>• <i>To Kill a Mockingbird</i></li> <li>• <i>In Country</i></li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1A. Apply word analysis and vocabulary skills to comprehend selections</li> <li>• 1B. Apply reading strategies to improve understanding and fluency</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</li> <li>• 1.B.4c Read age-appropriate material with fluency and accuracy</li> <li>• 1C. Comprehend a broad range of reading materials</li> <li>• 1.C.4a Use questions and predictions to guide reading</li> <li>• 1.C.4b Explain and justify an interpretation of a text</li> <li>• 2A. Understand how literary elements and techniques are used to convey meaning</li> <li>• 2.A.4a Analyze and evaluate the effective use of literary techniques in classic and contemporary literature representing a variety of forms</li> <li>• 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict</li> <li>• Read and interpret a variety of literary works</li> <li>• 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature</li> <li>• 3A. Use correct grammar, spelling, punctuation, capitalization and structure</li> <li>• 3B. Compose well-organized and coherent writing for specific purposes and audiences</li> </ul>	
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- 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
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- 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
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- 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><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Grammar and usage activities as needed in conjunction with text or writing</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Participate actively in classroom discussion</li> <li>• Present research or discussion findings to class</li> </ul>	
<p><b>Assessments</b></p>	<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Use pre-reading strategies to focus on major theme or background information for a novel</li> <li>• Answer and/or create plot based questions on a section of a novel or work as a whole</li> <li>• Answer and/or create higher level thinking questions on a section of a novel or work as a whole</li> <li>• Create and/or complete a graphic organizer for character and/or theme analysis of a section of a novel or work as a whole</li> <li>• Write a grammatically correct theme or character analysis essay on the novel</li> <li>• Write a grammatically correct persuasive essay on a theme or topic presented in the novels</li> <li>• Use selected vocabulary words in writing assignments or other unit activities</li> <li>• Respond to text in a grammatically correct writing assignment by relating it to self, world, or other texts</li> <li>• React to text through reflective journal writing</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on theme or character related topics</li> <li>• Quizzes and tests over reading assignments</li> <li>• Vocabulary quizzes</li> <li>• Section of final exam</li> </ul>

<b>Unit of Study</b>	<b>Semester Two: Research</b> <ul style="list-style-type: none"> <li>• Research Process</li> <li>• Types Of Note-Taking</li> <li>• Appropriate Documentation</li> <li>• Formatting Of Final Product</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• Teacher prepared materials</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 5. A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas</li> <li>• 5. A. 5a Develop a research plan using multiple formats of data</li> <li>• 5. B. Analyze and evaluate information acquired from various sources</li> <li>• 5. B. 5a Evaluate the usefulness of information and synthesize information support a thesis</li> <li>• 5. C.4b Produce written documents using supportive research and incorporating contemporary technology</li> </ul>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain what is meant by research</li> <li>• Explain the importance of documentation</li> <li>• Define plagiarism</li> <li>• Explain what is meant by and take notes using paraphrase, summary and direct quotation styles</li> <li>• Identify the types of information that go on evidence cards and source cards</li> <li>• Determine whether or not a source is credible for use in a research project</li> <li>• Research, plan, and prepare a short research paper with works cited page using MLA format and proper grammatical form</li> <li>• Incorporate researched information into the paper using the appropriate punctuation and documentation</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Prepare evidence cards using various note-taking techniques</li> <li>• Write a paragraph using researched material correctly</li> <li>• Research, plan, and prepare a well-developed research paper with works cited page using MLA format and proper grammatical form</li> </ul>	