

**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 IV Honors</b>
<b>Grade Level:</b>	12
<b>Semesters:</b>	One (half-year)
<b>Prerequisite:</b>	None
<b>Course Description</b>	<p>English IV integrates skills in reading, writing, thinking, speaking and listening using a core literature focus. Special features of the course include the reading of literature selected from various genres. Students will several read classic and contemporary novels, Shakespearian and contemporary drama, short stories, non-fiction selections, 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 will write journal entries, narrative/personal, expository, personal 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>
<b>District-approved Materials and/or Resources</b>	Required titles include: <i>1984</i> , <i>Native Son</i> , <i>Lord of the Flies</i> , <i>Hamlet</i> , <i>Death of the Salesman</i> , <i>One Flew Over the Cuckoo's Nest</i> , <i>Dandelion Wine</i> , <i>Frankenstein</i> , <i>The Fountainhead</i> , and <i>The Grapes of Wrath</i>

## *Unit Frameworks*

<p><b>Unit of Study</b></p>	<p><b>Novel Units</b></p> <p><b>Literature:</b> Short Fiction and related short Non-fiction</p> <p><b>Reading:</b> Pre-, during and after reading strategies and responses, vocabulary</p> <p><b>Writing:</b> Writing Process, Paragraphs, Personal Narrative, Grammar, essay test responses</p> <p><b>Speaking and Listening:</b> Small group and large group discussion</p>	<p><b>Resources That Will Support Instruction</b></p> <p><i>1984, Native Son, Lord of the Flies, Hamlet, Death of the Salesman, One Flew Over the Cuckoo's Nest, Dandelion Wine, Frankenstein, The Fountainhead, and The Grapes of Wrath</i></p>
<p><b>Illinois Learning Standards</b></p>	<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> <li>• 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness)</li> <li>• 2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</li> </ul>	

	<ul style="list-style-type: none"> <li>• 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries</li> <li>• 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works</li> <li>• 2.B.5a Analyze and express an interpretation of a literary work</li> <li>• 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives</li> </ul>
<p><b>Objectives</b></p>	<p><b>Literary Response</b></p> <ul style="list-style-type: none"> <li>• Analyze plot structure, flashback and foreshadowing</li> <li>• Analyze setting and how it affects character</li> <li>• Analyze characterization</li> <li>• Analyze internal and external conflicts of a character</li> <li>• Analyze narrators or points of view</li> </ul> <p><b>Nonfiction/Informational Text Response</b></p> <ul style="list-style-type: none"> <li>• Distinguish between primary and secondary sources</li> <li>• Analyze main ideas and supporting evidence</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Review components of writing process</li> <li>• Review characteristics of effective paragraphs</li> <li>• Write paragraphs based on topics based on readings and personal experiences</li> <li>• Write an autobiographical narrative</li> <li>• Write an application essay for college and career</li> <li>• Directly citing literary sources in an essay</li> <li>• Write grammatically correct paragraphs and essays</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>• Use a variety of pre-reading strategies</li> <li>• Relate literature and informational text to self, world, and other texts</li> <li>• Select reading strategies for text appropriate to reader’s purpose</li> <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>	<b>Other Evidence</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>• Respond to a theme or a character analysis question in a visual or informal format</li> <li>• Write a grammatically correct paragraph identifying the internal and external conflicts faced by a character</li> <li>• Write a grammatically correct paragraph describing how the author of a short story portrays a particular character</li> <li>• Write a grammatically correct personal narrative about an incident of importance in their lives</li> <li>• Locate primary and secondary sources on a topic of personal interest and write a short grammatically correct paper synthesizing the two types of information</li> <li>• Use new vocabulary words in writing assignments and in-class activities</li> </ul>	<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>Drama Units</b> <ul style="list-style-type: none"> <li>• Read play</li> <li>• Reading strategies and vocabulary development</li> <li>• Writing assignments based on play</li> </ul>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>Hamlet</i></li> <li>• <i>Death of the Salesman</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 reading1.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 dramatic literature</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>• Summarize major known facts about Shakespeare's/Miller's lives</li> <li>• Sketch and describe typical parts of the Elizabethan theatre</li> <li>• Describe the elements of the Elizabethan theatre--costumes, scenery, sound effects, lighting, actors, special effects, audience, rehearsal and</li> </ul>	

	<p>performance -- and compare them to modern theatre</p> <ul style="list-style-type: none"> <li>• Examine the role of contemporary drama i.e. the American Dream</li> </ul> <p><b>Literary Response/Literary Elements</b></p> <ul style="list-style-type: none"> <li>• Define and discuss the Elizabethan concept of Fate and its impact on the outcome of the plays</li> <li>• List the elements of the classical definition of tragedy and apply them to the plays</li> <li>• 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, flashback, foreshadowing, symbolism, internal/external conflict</li> </ul> <p><b>Reading/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation</li> <li>• 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</li> <li>• Identify causes and effects of character decisions in the play</li> <li>• Describe the differences between Shakespearean language and modern language and practice techniques to improve comprehension of Shakespeare</li> <li>• Interpret the meaning of unfamiliar words in the play</li> <li>• Use word origins and derivations to understand meanings of new words</li> <li>• Infer the meaning of a word from context</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Write paragraphs and essays analyzing character and theme</li> <li>• Write paragraphs and essays analyzing causes and effects</li> <li>• Compare and contrast different film versions of the plays</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Read the plays aloud</li> <li>• Translate/interpret/perform soliloquies and major passages</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Use pre-reading strategies to focus on major theme or background information for the plays</li> <li>• Answer and/or create plot based questions on a</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group discussions and projects on</li> </ul>

	<p>section of the plays</p> <ul style="list-style-type: none"> <li>• Answer and/or create higher level thinking questions on a section of the plays</li> <li>• Create and/or complete a graphic organizer for character and/or theme analysis of a section of the plays</li> <li>• Write a grammatically correct theme or character analysis paragraph or essay on a novel</li> <li>• Write a grammatically correct cause effect analysis paragraph or essay on the plays</li> <li>• Respond to text in a short writing assignment by relating it to self, world, or other texts</li> <li>• Compare and contrast film version to the written script of the play itself</li> <li>• Read aloud or perform a role of a section of the plays</li> </ul>	<p>theme or character related topics</p> <ul style="list-style-type: none"> <li>• Quizzes and tests over reading assignments</li> <li>• Section of final exam</li> </ul>
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