

**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>Structure of the English Language</b>
<b>Grade Level:</b>	10-12
<b>Semesters:</b>	One (half year)
<b>Prerequisite:</b>	None
<b>Course Description</b>	<p>Structure of the English Language integrates skills in writing, thinking, speaking and listening using a core grammar focus.</p> <p>Main objectives of the class include basic grammar comprehension, sentence structure, punctuation rules, usage issues and the history of the English language. Diagramming sentences and sentence analysis as well as standardized test preparation are features of the class. Other features include a strong writing process emphasis. 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>	Core Text: <i>Language Network</i> , McDougal Littell

## *Unit Frameworks*

<p><b>Unit of Study</b></p>	<p><b>Grammar Basics</b></p> <p><b>Writing:</b> paragraphs, 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> <ul style="list-style-type: none"> <li>• Class handouts</li> <li>• <i>Language Network, McDougal Littell</i></li> </ul>
<p><b>Illinois Learning Standards/ NCTE Standards</b></p>	<p><b>Illinois Learning Standards:</b></p> <ul style="list-style-type: none"> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication</li> <li>• 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology</li> <li>• 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement</li> <li>• 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions)</li> </ul> <p><b>NCTE Standards:</b></p> <ul style="list-style-type: none"> <li>• 8. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts</li> <li>• 9. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities</li> </ul>	
<p><b>Objectives</b></p>	<p>Identify and understand the following parts of speech:</p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Pronouns</li> <li>• Articles</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Verbs</li> <li>• Conjunctions</li> </ul>	

	<ul style="list-style-type: none"><li>• Prepositions</li><li>• Interjections</li></ul>
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"><li>• Weekly quizzes</li><li>• Minor writing assignments</li><li>• Major tests</li></ul>

<b>Unit of Study</b>	<b>Phrases and Clauses/Sentence Deconstruction</b> <b>Writing:</b> Paragraphs, grammar, essay test responses <b>Speaking and Listening:</b> Small group and large group discussion	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• Class handouts</li> <li>• <i>Language Network, McDougal Littell</i></li> </ul>
<b>Illinois Learning Standards, NCTE Standards</b>	<p><b>Illinois Learning Standards:</b></p> <ul style="list-style-type: none"> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication</li> <li>• 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology</li> <li>• 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement</li> <li>• 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions)</li> </ul> <p><b>NCTE Standards:</b></p> <ul style="list-style-type: none"> <li>• 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts</li> <li>• 7. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities</li> </ul>	
<b>Objectives</b>	<p>Identify and understand the function of each of the following phrases and clauses as well as punctuation implications for each:</p> <ul style="list-style-type: none"> <li>• Prepositional phrases</li> <li>• Infinitive phrases</li> <li>• Gerund phrases</li> <li>• Participial phrases</li> <li>• Appositive phrases</li> <li>• Adjective clauses</li> </ul>	

	<ul style="list-style-type: none"><li>• Adverb clauses</li><li>• Noun clauses</li><li>• Basic Diagramming</li></ul>
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"><li>• Weekly quizzes</li><li>• Minor writing assignments</li><li>• Major Test</li></ul>

<b>Unit of Study</b>	<b>Usage I: Punctuation</b> <b>Writing:</b> Paragraphs, Grammar, essay test responses <b>Speaking and Listening:</b> Small group and large group discussion	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• Class handouts</li> <li>• <i>Language Network, McDougal Littell</i></li> </ul>
<b>Illinois Learning Standards. NCTE Standards</b>	<b>Illinois Learning Standards:</b> <ul style="list-style-type: none"> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication</li> <li>• 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology</li> <li>• 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement</li> <li>• 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions)</li> </ul> <b>NCTE Standards:</b> <ul style="list-style-type: none"> <li>• 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts</li> <li>• 7. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities</li> </ul>	
<b>Objectives</b>	Identify and understand the functions of each of the following punctuation marks and metacognitively apply these marks to one's own writing: <ul style="list-style-type: none"> <li>• Commas</li> <li>• Semicolons</li> <li>• Colons</li> <li>• Apostrophes</li> <li>• Hyphens</li> </ul>	



	<ul style="list-style-type: none"><li>• Quotation marks/italics</li></ul>
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"><li>• Weekly quizzes</li><li>• Minor writing assignments</li><li>• Major Test</li></ul>

<b>Unit of Study</b>	<b>Usage II: Miscellaneous</b> <b>Writing:</b> Paragraphs, Grammar, essay test responses <b>Speaking and Listening:</b> Small group and large group discussion	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• Class handouts</li> <li>• <i>Language Network, McDougal Littell</i></li> </ul>
<b>Illinois Learning Standards, NCTE Standards</b>	<b>Illinois Learning Standards:</b> <ul style="list-style-type: none"> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication</li> <li>• 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology</li> <li>• 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement</li> <li>• 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions)</li> </ul> <b>NCTE Standards:</b> <ul style="list-style-type: none"> <li>• 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts</li> <li>• 7. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities</li> </ul>	
<b>Objectives</b>	Identify and understand the functions of each of the following editing skills and their effects on the writing process with an emphasis on publication. <ul style="list-style-type: none"> <li>• Diction</li> <li>• Capitalization</li> <li>• Style</li> <li>• Verb conjugation</li> </ul>	

	<ul style="list-style-type: none"><li>• Sentence variety/patterns</li></ul>
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"><li>• Weekly quizzes</li><li>• Minor writing assignments</li><li>• Major Test</li></ul>

<b>Unit of Study</b>	<b>History of the English Language</b> <b>Writing:</b> Paragraphs, Grammar, essay test responses <b>Speaking and Listening:</b> Small group and large group discussion	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"><li>• Class handouts</li><li>• <i>Language Network, McDougal Littell</i></li></ul>
<b>Illinois Learning Standards, NCTE Standards</b>	<b>Illinois Learning Standards:</b> <ul style="list-style-type: none"> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication</li> <li>• 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology</li> <li>• 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement</li> <li>• 3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions)</li> </ul> <b>NCTE Standards:</b> <ul style="list-style-type: none"> <li>• 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts</li> <li>• 7. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities</li> </ul>	
<b>Objectives</b>	Understand and appreciate the complexity and richness of the English language as it's evolved <ul style="list-style-type: none"> <li>• Origins</li> <li>• Cognates</li> <li>• Evolution of Proto-Indo European language</li> <li>• Phonetics</li> <li>• Shakespeare</li> <li>• Chaucer</li> </ul>	

	<ul style="list-style-type: none"><li>• Technology</li></ul>
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"><li>• Weekly quizzes</li><li>• Project</li><li>• Major Test</li></ul>