

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>World Studies</p> <p>9</p> <p>Two (full-year)</p> <p>None</p>
<p>Course Description</p>	<p>World Studies provides an opportunity for students to explore the connection between the world of literature and the world at large. By exploring challenging texts and developing analytic and communicative skills, students in this interdisciplinary course will gain a clearer understanding of themselves and the communities to which they belong. The content of the course will be organized thematically to discover a variety of connections that exist within our world. The units of study will address the following themes and essential questions:</p> <p>Identity and Belonging: Who am I (are we)? What makes me who I am (we are)? Where do I (we) belong?</p> <p>Change: How and why does change occur? How do we deal with change? What are positive and negative effects of change?</p> <p>Structuring Society: How and why does society change? What is the best way to organize/ structure society?</p> <p>Conflict: What causes conflict? When is conflict necessary? What is the nature of conflict? What are the effects of conflict? How is conflict resolved?</p>
<p>District-approved Materials and/or Resources</p>	<p>Core Text: <i>Elements of Literature, 4th Course, Elements of Language, 4th Course, World History: Connections to Today</i></p> <p>Supplementary titles selected from:</p> <p><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, All Quiet on the Western Front and Antigone</i></p>

Unit Frameworks

<p>Unit of Study</p>	<p>Theme 1: Belonging</p> <p>English: Short fiction, short non-fiction, novel, and narrative writing</p> <p>History: World Civilizations: Middle East, India, China, Africa, Europe</p>	<p>Resources That Will Support Instruction</p> <ul style="list-style-type: none"> • <i>Elements of Literature, 4th Course</i> • <i>Elements of Language, 4th Course</i> • <i>World History: Connections to Today</i> • <i>Joy Luck Club</i>
<p>Illinois Learning Standards</p>	<p>English</p> <ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2. A. Understand how literary elements and techniques are used to convey meaning • 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and 	<p>History</p> <ul style="list-style-type: none"> • 14.A.4 Analyze how local, state and national governments serve the purposes for which they were create • 15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources • 15.B.4a Explain the costs and benefits of making consumer purchases through differing means (e.g., credit, cash) • 15.B.4b Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices • 16.A.4a Analyze and report historical events to determine cause-and-effect relationships • 16.A.4b Compare competing historical interpretations of an event • 16.B.4b (W) Identify political ideas from the early modern historical era to the present which have had worldwide impact

	<p>conflict</p> <ul style="list-style-type: none"> • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences • 4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence • 3.B.4a: Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 4b: Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 5.A.4a: Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets) • 4b: Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources • 5. B. 4a: Choose and evaluate primary and secondary sources (print and non-print) for a variety of purposes • 5. B. 4b: Use multiple sources and multiple formats; cite according to standard style manuals 	<ul style="list-style-type: none"> • 16.E.4b (W) Describe how migration has altered the world's environment since 1450 • 17.A.4a Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration) • 17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth • 17.B.4b Analyze trends in world demographics as they relate to physical systems • 17.D.4 Explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters) • 18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies • 18.B.4 Analyze various forms of institutions (e.g., educational, military, charitable, governmental) • 18.C.4a Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades) • 18.C.4b Analyze major contemporary cultural exchanges as influenced by worldwide communications • 27.A.4b Analyze how the arts are used to inform and persuade through traditional and
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		<p>contemporary art forms</p> <ul style="list-style-type: none"> • 27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture • 27.B.4b Understand how the arts change in response to changes in society.
<p>Objectives</p>	<p>Literary Knowledge and Understanding</p> <ul style="list-style-type: none"> • Analyze plot structure, flashback and foreshadowing • Analyze setting and how it affects character • Analyze characterization (direct and indirect) • Analyze points of view • Analyze author’s purpose • Analyze the elements of a memoir and narrative • Identify and analyze symbols • Analyze the tone of a piece of literature • Analyze the themes that exist in a piece of literature and connect them to the themes being studied in the history portion of the class <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • Gain an understanding of the geographic themes • Explain the contributions of early civilizations in Middle East, India, Asia, and Africa to the early modern world • Describe events in Europe in the Middle Ages that contributed the development of the modern world • Identify and understand the major religions of the world and the effect they have on culture • Analyze the ways that cultural diversity lays the foundation for the modern global community • Classify characteristics as political, economic or social 	

	<p>Reading Skills</p> <ul style="list-style-type: none"> • Use a variety of pre-reading strategies • Select reading strategies for text appropriate to reader’s purpose (graphic organizers, annotation) • Identify and analyze primary and secondary sources • Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation • Infer the meaning of a word from context if necessary <p>Writing Skills</p> <ul style="list-style-type: none"> • Review and use components of the writing process • Write effective, grammatically correct paragraphs based on given topics • Write a focused personal narrative that includes sensory details • Learn how to conduct and write a formal interview • Summarize a document <p>Other Skills</p> <ul style="list-style-type: none"> • Basic presentation and public speaking skills • Conduct an interview with a family member to obtain information about family heritage • Basic research skills using electronic, print, and other educational sources 	
Assessments	<p>General</p> <ul style="list-style-type: none"> • Answer questions in large group discussions • Write a grammatically correct paragraph on a given topic • Identify and analyze primary and secondary sources and write responses on given topics • Use new vocabulary words in writing assignments and in-class activities • Answer and/or create higher level thinking questions • Daily quizzes and unit test over 	<p>Specific to Unit of Study</p> <ul style="list-style-type: none"> • Identify the different historical and/or cultural settings of a short story/ narrative and discuss how the different settings affect a character’s decisions in a short story • Classify characteristics of personal and different cultures as political, economic, geographic and social • Use atlases to answer geographic questions about countries of the world • Complete a Heritage Project

	<p>selections</p> <ul style="list-style-type: none"> • Unit material on final exam • Use pre-reading strategies to focus • Outline textbook chapters and other readings using a variety of graphic organizers • Develop written conclusions supported by information found by analyzing historical and literary primary and/or secondary sources 	<p>which includes:</p> <ol style="list-style-type: none"> 1. Research and interviews pertaining to family heritage 2. Narrative essay based on family traditions (culture) 3. Presentation based on information discovered in heritage project 4. Visual aid representing family culture
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<p>Unit of Study</p>	<p>Theme 2: Change</p> <p>English: Short fiction, short non-fiction, and poetry</p> <p>History: Renaissance, Reformation, Scientific Revolution, Age of Exploration</p>	<p>Resources That Will Support Instruction</p> <ul style="list-style-type: none"> • <i>Elements of Literature, 4th Course</i> • <i>Elements of Language, 4th Course</i> • <i>World History: Connections to Today</i> • <i>Romeo and Juliet</i>
<p>Illinois Learning Standards</p>	<p>English</p> <ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2A. Understand how literary elements and techniques are used to convey meaning • 2.A.4a Analyze and evaluate the effective use of literary techniques in classic and contemporary literature 	<p>History</p> <ul style="list-style-type: none"> • 15.C.4a Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions • 15.D.4a Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined • 15.D.4b Describe the relationships between the availability and price of a nation’s resources and its comparative advantage in relation to other nations • 15.E.4b Describe social and environmental benefits and consequences of production and consumption • 16.A.4a Analyze and report historical events to determine cause-and-effect relationships • 16.A.4b Compare competing historical interpretations of an event • 16.B.4a (W) Identify political ideas that began during the

	<p>representing a variety of forms</p> <ul style="list-style-type: none"> • 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict • Read and interpret a variety of literary works • 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences • Use the language arts to acquire, assess and communicate information • 5A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas • 5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources 	<p>Renaissance and the Enlightenment and that persist today (e.g., church/state relationships)</p> <ul style="list-style-type: none"> • 16.B.4b (W) Identify political ideas from the early modern historical era to the present which have had worldwide impact • 16.C.4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840 • 16.C.4a (W) Describe the growing dominance of American and European capitalism and their institutions after 1500. • 16.D.4a (US) Describe the immediate and long-range social impacts of slavery • 16.D.4 (W) Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements • 16.E.4a (W) Describe how cultural encounters among peoples of the world (e.g., Colombian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 - present • 16.E.4b (W) Describe how migration has altered the world's environment since
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		<p>1450</p> <ul style="list-style-type: none"> • 17.A.4a Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration) • 17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth • 17.C.4a Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities • 17.C.4c Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban) • 18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies • 18.B.4 Analyze various forms of institutions (e.g., educational, military, charitable, governmental) • 18.C.4a Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades) • 27.A.4a Evaluate how consumer trends in the arts affect the types and styles of art products • 27.A.4b Analyze how the arts are used to inform and persuade through traditional and
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		<p>contemporary art forms</p> <ul style="list-style-type: none"> • 27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture • 27.B.4b Understand how the arts change in response to changes in society
<p>Objectives</p>	<p>Literary Knowledge and Understanding</p> <ul style="list-style-type: none"> • Define the following subgenres and identify the key characteristics of each: satire, allegory and fable • Define and analyze the different elements of satire: parody, hyperbole, verbal irony, situational irony, dramatic irony, and sarcasm • Define frame story and explain its purpose • Define and identify different points of view and explain the effectiveness of each type of narration • Define, identify, and analyze the elements of English and Italian sonnets • Define rhyme scheme, stanza, octet, sestet, quatrain, and couplet • Define speaker and explain the difference between the speaker and the author • Find the main idea in a piece of non-fiction literature • Analyze plot structure and foreshadowing • Analyze setting and how it affects character • Analyze characterization and the internal and external conflicts of a character • Define and identify various literary techniques: simile, metaphor and allusion <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • Describe the impact of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration on the European view of the world • Compare and contrast mercantilism and early capitalism • Describe major trends in the literature, art and music of the 17th and 18th centuries • Explore the ethical dilemmas inherent in scientific discovery • Describe the events in Europe that contributed to the ideas present in the modern world 	

	<p>Reading Skills</p> <ul style="list-style-type: none"> • Use a variety of pre-reading strategies • Select reading strategies for text appropriate to reader’s purpose (graphic organizers, annotation) • Identify and analyze primary and secondary sources • Respond to basic comprehension questions • 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 • Describe the differences between Shakespearean language and modern language and practice techniques to improve comprehension of Shakespeare <p>Writing Skills</p> <ul style="list-style-type: none"> • Review components of writing process • Review characteristics and write effective, grammatically correct paragraphs based on given topics • Write a creative piece in the form of satire, sonnet, or allegory using the appropriate elements • Summarize a document • Expository essay writing <p>Other Skills</p> <ul style="list-style-type: none"> • Conduct library based research in the Geneva High School Library • Conduct web-based research to find answers to given questions • Create products and documents based on research • Detect bias • Making generalizations • Dramatic performance 	
Assessments	<p>General</p> <ul style="list-style-type: none"> • Answer questions in large group discussions • Write a grammatically correct paragraph on a given topic • Identify and analyze primary and secondary sources and write responses 	<p>Specific to Unit of Study</p> <ul style="list-style-type: none"> • Use pre-reading strategies to focus on major theme or background information for a literary pieces • Compare and contrast a film version to novel itself

	<p>on given topics</p> <ul style="list-style-type: none"> • Use new vocabulary words in writing assignments and in-class activities • Answer and/or create higher level thinking questions • Daily quizzes and Unit test over selections • Unit material on Final Exam • Use pre-reading strategies to focus • Outline textbook chapters and other readings using a variety of graphic organizers • Develop written conclusions supported by information found by analyzing historical and literary primary and/or secondary sources 	<ul style="list-style-type: none"> • Read, analyze and discuss various fiction and non fiction pieces addressing change mini research: Renaissance literature and art analysis • Write creative pieces of satire, allegory, sonnet and fable • Mini research: Reformation drama Activity • Mini research: scientist cards • Write an expository essay explaining how Renaissance, Reformation and Scientific Revolution and similarly changed the European perspective of the world • Research project: explorers poster
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<p>Unit of Study</p>	<p>Theme 3: Structure of Society</p> <p>English: Novels and Films</p> <p>History: Absolutism, Enlightenment, French Revolution, Industrial Revolution, and Russian Revolution</p>	<p>Resources That Will Support Instruction</p> <ul style="list-style-type: none"> • <i>Elements of Literature, 4th Course</i> • <i>Elements of Language, 4th Course</i> • <i>World History: Connections to Today</i> • <i>Tale of Two Cities</i> • <i>Animal Farm</i>
<p>Illinois Learning Standards</p>	<p>English</p> <ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2A. Understand how literary elements and techniques are used to convey meaning • 2.A.4a Analyze and evaluate the 	<p>History</p> <ul style="list-style-type: none"> • 14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies • 14.F.4b • 15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources • 15.A.4d Explain the effects of unemployment on the economy • 15.D.4c Describe the impact of worker productivity (output per worker) on business, the worker and the consumer • 15.E.4a Explain why government may intervene in a market economy • 15.E.4b Describe social and environmental benefits and consequences of production and consumption • 15.E.4c Analyze the relationship between a country's science/technology policies and

	<p>effective use of literary techniques in classic and contemporary literature representing a variety of forms</p> <ul style="list-style-type: none"> • 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict • Read and interpret a variety of literary works • 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature • 3A. Use correct grammar, spelling, punctuation, capitalization and structure. • 3B. Compose well-organized and coherent writing for specific purposes and audiences 	<p>its level and balance of trade</p> <ul style="list-style-type: none"> • 16.A.4a Analyze and report historical events to determine cause-and-effect relationships. • 16.A.4b Compare competing historical interpretations of an event • 16.B.4b (W) Identify political ideas from the early modern historical era to the present which have had worldwide • 16.C.4a (W) Describe the growing dominance of American and European capitalism and their institutions after 1500 • 16.C.4b (W) Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE • 16.C.4c (W) Describe the impact of key individuals/ideas from 1500 - present, including Adam Smith, Karl Marx and John Maynard Keynes • 16.D.4 (W) Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements • 17.C.4a Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities • 17.C.4c Explain how places with various population distributions function as centers
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		<p>of economic activity (e.g., rural, suburban, urban)</p> <ul style="list-style-type: none"> • 17.D.4 Explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters) • 27.B.4b Understand how the arts change in response to changes in society
<p>Objectives</p>	<p>Literary Knowledge and Understanding</p> <ul style="list-style-type: none"> • Identify historical background necessary for the understanding of a novel • Identify author’s biographical information relevant to the understanding of the novel • Evaluate how the novel reflects a culture, society, or historical period • Relate situations in the novel to aspects of world history • Analyze literary elements including plot, flashback, foreshadowing, setting, character, point of view, characterization, symbolism, and internal and external conflicts • Identify examples of different literary devices in the text • Identify key characteristics of the genre of the novel; i.e. realism, fantasy, allegory, satire, fairy tale and fable • Discuss the significance of the title • Infer the meaning of a word from context • Define setting and explain its significance to the plot of the novel • Explain the development of a theme in a piece of literature • Define and identify elements of persuasion and explain how persuasion effects characters • Explain propaganda and how it can be used positively and negatively <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • Explain the concept revolution • Explain the concept of absolutism in relation to Enlightenment and how it contributes to the development of new political systems • Describe the impact of the English Revolution and Enlightenment on the French Revolution • Explain the general chronology of the French Revolution 	

- Analyze the factors that enabled and caused the Industrial Revolution
- Assesses the effects of industrialization and how they led to the development of new economic/political systems
- Explain basic differences between capitalism, socialism, and communism
- Explain the concept of communism in relation to the causes of the Russian Revolution
- Assess the impact of communism/Marxism on both Russia and the rest of the world
- Explain the general chronology of the French Revolution
- Discuss the role of government structures and how they affect the political, economic, and social life
- Explain the results of these revolutions on Europe and the world

Reading Skills

- Use a variety of pre-reading strategies
- Select reading strategies for text appropriate to reader's purpose (graphic organizers, annotation)
- Identify and analyze primary and secondary sources
- 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
- Annotate important elements of a novel

Writing Skills

- Review components of writing process
- Review characteristics and write effective, grammatically correct paragraphs based on given topics
- Summarize a document
- Use various types of brainstorming techniques
- Review essay format and components
- Comparison-contrast essay
- Define persuasion and elements related to this writing style including logical, ethical and emotional appeal and utilize them in a letter and/or essay

Other

- Timelining

	<ul style="list-style-type: none"> • Determining cause and effect • Compare and contrast 	
Assessments	<p>General</p> <ul style="list-style-type: none"> • Answer questions in large group discussions • Write a grammatically correct paragraph on a given topic • Identify and analyze primary and secondary sources and write responses on given topics • Use new vocabulary words in writing assignments and in-class activities • Answer and/or create higher level thinking questions • Daily quizzes and Unit test over selections • Unit material on final exam • Use pre-reading strategies to focus • Outline textbook chapters and other readings using a variety of graphic organizers • Develop written conclusions supported by information found by analyzing historical and literary primary and/or secondary sources 	<p>Specific to Unit of Study</p> <ul style="list-style-type: none"> • Discussion about the impact of history on literature • Readers’ Theater of <i>Tale of Two Cities</i> • French Society simulation • Creative writing relating to novel and history • French Revolution liberty/order timeline • Compare and contrast film and novel • Road to communist Russia timeline activity • Animal Farm/Russian Revolution comparison essay • Animal Farm campaign

<p>Unit of Study</p>	<p>Theme 4: Conflict</p> <p>English: Short fiction, short non-fiction, poetry, drama and novel</p> <p>History: Age of Imperialism, World War I, World War II, Cold War</p>	<p>Resources That Will Support Instruction</p> <ul style="list-style-type: none"> • <i>Elements of Literature, 4th Course</i> • <i>Elements of Language, 4th Course</i> • <i>World History: Connections to Today</i> • <i>Romeo and Juliet</i> • <i>All Quiet on the Western Front</i> • Various poems
<p>Illinois Learning Standards</p>	<p>English</p> <ul style="list-style-type: none"> • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect • 1.B.4c Read age-appropriate material with fluency and accuracy • 1C. Comprehend a broad range of reading materials • 1.C.4a Use questions and predictions to guide reading • 1.C.4b Explain and justify an interpretation of a text • 2A. Understand how literary elements and techniques are used to convey meaning • 2.A.4a Analyze and evaluate the 	<p>History</p> <ul style="list-style-type: none"> • 15.A.4c Analyze the impact of inflation on an individual and the economy as a whole • 15.A.4d Explain the effects of unemployment on the economy • 15.C.4a Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions • 15.D.4a Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined • 15.D.4b Describe the relationships between the availability and price of a nation’s resources and its comparative advantage in relation to other nations • 15.E.4c Analyze the relationship between a country’s science/technology policies and its level and balance of trade

	<p>effective use of literary techniques in classic and contemporary literature representing a variety of forms</p> <ul style="list-style-type: none"> • 2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, and conflict • Read and interpret a variety of literary works • 2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature • 3A. Use correct grammar, spelling, punctuation, capitalization and structure. • 3B. Compose well-organized and coherent writing for specific purposes and audiences 	<ul style="list-style-type: none"> • 16.A.4a Analyze and report historical events to determine cause-and-effect relationships • 16.A.4b Compare competing historical interpretations of an event • 16.B.4b (W) Identify political ideas from the early modern historical era to the present which have had worldwide impact • 16.C.4c (W) Describe the impact of key individuals/ideas from 1500 16.C.4d (W) Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism • 16.D.4 (W) Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements • 16.E.4a (W) Describe how cultural encounters among peoples of the world (e.g., Colombian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 – present • 17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth • 17.D.4 Explain how processes of spatial change have affected human history (e.g., resource
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		<p>development and use, natural disasters)</p> <ul style="list-style-type: none"> • 18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies • 18.B.4 Analyze various forms of institutions (e.g., educational, military, charitable, governmental) • 27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms • 27.B.4b Understand how the arts change in response to changes in society
<p>Objectives</p>	<p>Literary Knowledge and Understanding</p> <ul style="list-style-type: none"> • Identify historical background necessary for the understanding of a Shakespearean drama • Identify author’s biographical information relevant to the understanding of a Shakespearean drama • 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, lighting, actors, special effects, audience, rehearsal and performance • Evaluate how the drama reflects a culture, society, or historical period during Shakespeare’s time • Identify examples of and analyze significance of specific literary terms relevant to Shakespearean dramas--aside, soliloquy, oxymoron, iambic pentameter, sonnet (quatrain, couplet, structure), dramatic irony, verbal irony, situational irony, tragedy, comedy, history • Define and discuss the Elizabethan concept of Fate and its impact on the outcome of the play • Analyze plot structure and foreshadowing • Analyze setting and how it affects character • Analyze characterization and the internal and external conflicts of a character 	

- Identify historical background necessary for the understanding of the novel
- Analyze how author experience impacts the writing of literature
- Identify author's biographical information relevant to the understanding of the novel
- Evaluate how the novel reflects a culture, society, or historical period
- Relate situations in novel to aspects of world history
- Analyze plot structure, flashback and foreshadowing, setting and how it affects character, characterization, point of view, symbolism, and irony
- Identify examples of different literary devices in the text
- Make inferences about character and situation
- Discuss the significance of the title
- Identify similarities between poetry and the real events they were based on if applicable
- Explain social and historical issues relevant to the understanding of a poem
- Identify examples of and analyze significance of specific literary terms relevant to poetry—imagery, allusion, metaphor, figurative language, simile, personification, rhythm, meter, free verse, rhyme, end rhyme, internal rhyme, exact rhyme, approximate rhyme, alliteration, onomatopoeia, rhyme scheme
- Determine the tone of a poem

Historical Knowledge and Understanding

- Analyze and explain the factors which lead to the growth of imperialism in Africa, Asia and Latin America
- Analyze the factors contributing to nationalism due to imperialism
- Trace the transition from colonialism to self-rule and explain its economic and political significance today
- Discuss the impact of Mohandas Gandhi—both as the advocate of peace and a critic of imperialism
- Discuss the causes, events and aftermath of World War I
- explain the general chronology of World War I, including major events, personalities and military strategies
- examine the political, social and economic factors that led to the rise of dictators in Europe during the interwar period
- Discuss the causes and events of World War II
- provide a general chronology of the major theaters of warfare during World War II

- explain the Holocaust and its impact on the world
- Summarize the causes and impact of the Cold War
- Discuss the role of the United Nations in promoting global understanding
- Explain the relationship between technology and war
- Explain the nature of modern war

Reading Skills

- Use a variety of pre-reading strategies
- Select reading strategies for text appropriate to reader's purpose (graphic organizers, annotation)
- Identify and analyze primary and secondary sources
- 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
- Identify causes and effects of character decisions in the play
- Determine how Shakespeare's language differs from today's language and use reading strategies to comprehend archaic language

Writing Skills

- Creative writing
- Compare-contrast
- Expository writing

Other

- Conduct library based research in the Geneva High School Library
- Conduct web-based research to find answers to given questions
- Participate in a literature circle by creating higher order questions and determining their answers to drive discussion
- Create products and documents based on research
- Detect bias
- Making generalizations
- Poem analysis, interpretation, personal response, comparison-contrast, and summary

Assessments	General	Specific to Unit of Study
	<ul style="list-style-type: none"> • Answer questions in large group discussions • Write a grammatically correct paragraph on a given topic • Identify and analyze primary and secondary sources and write responses on given topics • Use new vocabulary words in writing assignments and in-class activities • Answer and/or create higher level thinking questions • Daily quizzes and unit test over selections • Unit material on final exam • Use pre-reading strategies to focus • Outline textbook chapters and other readings using a variety of graphic organizers • Develop written conclusions supported by information found by analyzing historical and literary primary and/or secondary sources 	<ul style="list-style-type: none"> • Imperial case study research project • Gandhi film and written reflection • Nature of war scrapbook project • Weapons of war webquest • Totalitarian expository essay • Research: WWII battles poster • Write poems using specific literary techniques and/or representing different types of poetry • Write creative pieces pertaining to literature and historical events (letters, diaries, poems) • Reasons for war essay • Symbolism activity • Found poem • Literature circle • Rewrite portions of texts to reflect different settings