

COMMUNITY UNIT SCHOOL DISTRICT 200

Freshman English High School - Grade 9 Advanced Level – Two Semesters

1. Subject Expectation The student will read with understanding and fluency. (State Goal 1)

Essential Learning 1 (Learning Standard A)	Apply word analysis and vocabulary skills to comprehend reading selections
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| Critical Content | 1.A.4a | a. | expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development <ul style="list-style-type: none">• learn common prefixes, suffixes, and roots.• apply definition of common prefixes, suffixes, and roots to expand vocabulary |
| Critical Content | 1.A.5b | b. | analyze the meaning of abstract concepts and the effects of particular word and phrase choices <ul style="list-style-type: none">• identify key quotes and phrases from major literary works* • perform close reading to analyze genre types* • identify how word and phrase choices affect author's tone and purpose |

Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency
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| Critical Content | 1.B.5a | a. | relate reading to prior knowledge and experience and make connections to related information <ul style="list-style-type: none">• identify common themes among related readings• connect common themes to prior knowledge and personal experience• use previewing, questioning, and predicting before and during reading |
| | 1.B.4b | b. | analyze, interpret, and compare a variety of texts for purpose, structure, content, detail, and effect <ul style="list-style-type: none">• review literary devices and how they shape a variety of texts• compare themes in literature to individual experience• compare literature of various genre types in order to discover similarities and differences between style and patterns• identify the intended purpose of a text through the study of content, and detail |

- 1.B.4c c. read age appropriate material with fluency and accuracy
- with teacher approval, independently select and read one major work
 - identify text’s elements in written or oral form

Essential Learning 3 (Learning Standard C)	Comprehend a broad range of reading materials
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| Critical Content | <p>1.C.4a a. use questions and predictions to guide reading</p> <ul style="list-style-type: none"> • practice developing critical thinking questions • use pre-reading questions to focus on specific issues within the text. • form critical thinking questions and predictions about texts <p>1.C.4b b. explain and justify an interpretation of a text</p> <ul style="list-style-type: none"> • demonstrate how textual analysis is used to support interpretation <p style="margin-left: 20px;">*</p> <ul style="list-style-type: none"> • further develop interpretation through class discussion <p>1.C.4c c. interpret, evaluate, and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).</p> <p style="margin-left: 20px;">*</p> <ul style="list-style-type: none"> • use a variety of research materials and primary text to support interpretation of literature <p style="margin-left: 20px;">*</p> <ul style="list-style-type: none"> • use varied texts to provide evidence <p>1.C.4d d. summarize and make generalizations from content and relate them to the purpose of the material</p> <ul style="list-style-type: none"> • identify key points and supporting detail to form conclusions • interpret plot and characterization and their underlying literary techniques and devices to fulfill the purpose of the work as a whole <p>1.C.4e e. analyze how authors and illustrators use text and art to express their ideas (e.g. imagery, multiple points of view)</p> <ul style="list-style-type: none"> • examine similarities in content of art and literature • compare and contrast universal themes in selected art and media <p>1.C.4f f. interpret tables, graphs, and maps in conjunction with related texts</p> <ul style="list-style-type: none"> • use graphic organizers to understand text • use maps to identify locations pertaining to the text |
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2. Subject Expectation (State Goal 2) The student will read and understand literature representative of various societies, eras, and ideas.

Essential Learning 1 (Learning Standard A)	Understand how literary elements and techniques are used to convey meaning
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- Critical Content
- 2.A.4a a. analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature
- identify primary literary devices in the work of classic and contemporary texts
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- relate theme, tone, image, character, and plot to author’s intent
- 2.A.5b b. evaluate relationships between and among literary devices and their influence on the effectiveness of a literary piece
- identify the literary elements of a text and explain how the author uses these techniques to achieve the desired effect
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- state the influences of various literary devices on a work as a whole
- 2.A.4c c. describe relationships between author’s style, literary form and the intended impact on the reader
- identify various authors’ voice and predominant form
 - describe interrelationships among reader, author, form, and text
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- examine the effect of a writer’s style upon the reader’s experiences
- 2.A.4d d. describe the influence of the author’s language structure and word choice to convey the author’s viewpoint
- identify the language patterns within a piece of literature
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- interpret how language patterns define author’s intent

Essential Learning 2 (Learning Standard B)	Read and interpret a variety of literary works
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- Critical Content
- 2.B.4a a. critique ideas and impressions generated by oral, visual, written, and electronic materials
- compare and contrast film with literary work
 - explore connections between fine art and literary works
 - evaluate Internet sources for credibility
 - justify personal interpretations of literature through class discussion
- 2.B.5b a. apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives
- through discussions examine how the fiction, poetry, and drama from various genres promote new ideas in the reader
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- compare and contrast characters, themes, and literary content between classical and contemporary life
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- make connections between a text and its setting
- 2.B.4c b. discuss and evaluate motive, resulting behavior and consequences demonstrated in literature
- identify cause and effect relationships
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- examine connections between a character’s past and

effect on present behavior

3. Subject Expectation (State Goal 3) The student will write to communicate for a variety of purposes.

Essential Learning 1 (Learning Standard A)	Use correct grammar, spelling, capitalization, and structure
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| Critical Content | 3.A.5 | a. | produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences |
| | | | <ul style="list-style-type: none">• compose a first draft• revise draft documents to more effectively communicate the intended message |
| | * | | <ul style="list-style-type: none">• edit work for appropriate grammar, mechanics, and conventions |
| | * | | <ul style="list-style-type: none">• use a variety of self, peer, and teacher response |
| | * | | <ul style="list-style-type: none">• use appropriate diction and syntax |
| | * | | <ul style="list-style-type: none">• review elements of grammar, punctuation, and mechanics |

Essential Learning 2 (Learning Standard B)	Compose well-organized and coherent writing for specific purposes and audiences
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| Critical Content | 3.B.5 | a. | using contemporary technology, produce documents of publication quality for specific purposes and audiences; |
| | | | <ul style="list-style-type: none">• exhibit clarity of focus, logic of organization and overall coherence• utilize a variety of different writing strategies appropriate to purpose, audience, and context• choose appropriate organization for the assigned writing task |
| | * | | <ul style="list-style-type: none">• elaborate ideas and support written argument through appropriate quote selection and analysis |
| | * | | <ul style="list-style-type: none">• demonstrate the use of nontraditional sources to help with research |
| | 3.B.4b | b. | produce, edit, revise, and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology |
| | | | <ul style="list-style-type: none">• utilize the writing process to develop strong final drafts• demonstrate competence with MLA citation format for both printed and electronic sources• submit final work as a printed, properly formatted document |
| | 3.B.4c | b. | evaluate written work for its effectiveness and make recommendations for its improvement |
| | | | <ul style="list-style-type: none">• complete peer edit on selected assignments• complete self assessment on selected assignments |

**Essential Learning 3
(Learning Standard C)**

Communicate ideas in writing to accomplish a variety of purposes

- Critical Content
- 3.C.4a a. write for real, or potentially real situations, in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions)
- understand appropriate format and structure that effectively addresses a variety of real-life situations (e.g., persuasive essay, business letter)
 - create technical written pieces
- 3.C.4b b. using available technology, produce compositions and multimedia works for specified audiences
- use software available in school’s computer lab to produce, revise, and edit various written essays, narratives, and poetry
 - use software available in school’s computer lab to produce, revise, and edit multi-media presentations (e.g., PowerPoint)

**4. Subject Expectation
(State Goal 4)**

The student will listen and speak effectively in a variety of situations.

**Essential Learning 1
(Learning Standard A)**

Listen effectively in formal and informal situations

- Critical Content
- 4.A.4a a. apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews)
- demonstrate skills necessary to become an active listener and participant in a variety of settings
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- respond in both verbal and written form to class discussions
 - apply information to form judgments
 - identify important information presented in film, lectures, class presentations and record into graphic organizers and/or notes
- 4.A.4b b. apply listening skills in practical settings (e.g., classroom note taking, inter-personal conflict situations, giving and receiving directions, evaluating persuasive messages)
- evaluate and react to comments made by others
 - identify and record important elements as conveyed by the instructor
 - identify persuasive techniques presented by peers and/or literary pieces
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- compare and contrast new material to existing beliefs and knowledge
- 4.A.4c c. follow complex oral instructions
- practice listening skills while following a multi-step process
 - practice converting oral instructions into a formal

assignment

- 4.A.4d d. demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive)
- appropriately respond to teacher and student comments within the context of discussion/lecture
 - identify non-verbal cues and respond appropriately

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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- Critical Content
- 4.B.4a a. deliver informative and persuasive oral presentations using visual aids and contemporary technology
- demonstrate logical organizational patterns
 - use appropriate vocabulary for the audience
 - use credible and accurate supporting evidence
 - effectively communicate the main idea
 - establish and maintain focus
 - complete an accurate outline of the presentation
- 4.B.4b b. use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal
- respond to ideas proposed by others
 - ask questions in large and small group situations
 - ask questions based on reading and prior discussions
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 - add content to the information presented by others
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 - recognize and assume appropriate roles within a group
- 4.B.4c c. use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, note cards, practice)
- share common presentation anxieties
 - create note cards and/or outlines to aid information gathering and organization for presentation
 - practice and revise performance or presentation outside of the classroom setting prior to formal evaluation
- 4.B.4d d. use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict
- discuss issues arising from group or individual conflict
 - identify strategies to resolve group conflict

5. Subject Expectation (State Goal 5) The student will use the language arts to acquire, assess and communicate information.

Essential Learning 1 (Learning Standard A)	Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas
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- Critical Content
- 5.A.4a a. demonstrate knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets)

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 - demonstrate an ability to create note cards and source cards
 - demonstrate an ability to access a variety of sources
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 - organize information gathered through research
- 5.A.4b b. design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources
 - effectively use multimedia resources in a presentation
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 - develop, collect, and analyze various kinds of information

Essential Learning 2 (Learning Standard B)	Analyze and evaluate information acquired from various sources
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| Critical Content | 5.B.5a | a. | evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms <ul style="list-style-type: none"> • determine the credibility of sources • create a research-based project or paper |
| | 5.B.5b | b. | credit primary and secondary sources in a form appropriate for the presentation or publication for a particular audience <ul style="list-style-type: none"> • demonstrate the use of appropriate MLA format |

Essential Learning 3 (Learning Standard C)	Apply acquired information, concepts, and ideas to communicate in a variety of formats
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| Critical Content | 5.C.4a | a. | plan, compose, edit, and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience <ul style="list-style-type: none"> • choose, evaluate, and use multiple primary and secondary sources • organize, edit, and revise information for presentation to an audience |
| | 5.C.5b | b. | support and defend a thesis statement using various references including media and electronic resources <ul style="list-style-type: none"> • explore the use of various sources including the internet |