

Y UNIT SCHOOL DISTRICT 200

Junior English High School – Grade 11 Intermediate 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 selections
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| Critical Content | 1.A.5b | a. | 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• apply strategies to understand the meaning of an abstract word or concept, aiding comprehension• use vocabulary strategies such as word snapshots, connect 2, vocabulary acquisition strategy, and others as part of the school-wide reading initiative |

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">• use previewing, questioning, and predicting before and during reading• relate text and/or themes to previous reading, prior knowledge and personal experience• apply previously learned reading strategies to independent and required texts |
| | 1.B.5b | b. | analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the text |
| | | | <ul style="list-style-type: none">• interpret selected poetry, fiction, drama, and non-fiction from authors of various American literary periods• examine the characteristics of a variety of American historical time periods and their application to and influence on the literature of each period |
| | 1.B.5c | c. | evaluate a variety of compositions for purpose, structure, content, and details for use in school or at work |
| | | | <ul style="list-style-type: none">• use topic, theme, organizational pattern, context, and point of view to guide interpretation• demonstrate understanding and use of summarizing |

- strategies such as GIST, active reading, two-column notes, and other strategies as part of the school side reading initiative
 - apply inference strategies to text to draw conclusions and discern main ideas
- 1.B.5d d. read age appropriate material with fluency and accuracy
- read materials congruent with student maturity level and school culture expectations
 - with teacher approval independently select and read one major work per semester

Essential Learning 3 (Learning Standard C)	Comprehend a broad range of reading materials
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- Critical Content
- 1.C.5a a. use questions and predictions to guide reading across complex materials
- use preview questions as a guide for reading
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- use journaling to form questions and predictions about the text
- 1.C.5b b. analyze and defend an interpretation of text
- use topic, theme, organizational pattern, context and point of view to guide interpretation
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- form a balanced interpretation of the text with text-based support
- 1.C.5c c. critically evaluate information from multiple sources
- make and support statements about the text
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- make connections among the sources
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- use information from the text to interpret significant concepts through analysis, evaluation, inference, or comparison and contrast
- 1.C.5d d. summarize and make generalizations from content and relate them to the purpose of the material
- synthesize key points and supporting detail to form conclusions
- 1.C.5e e. evaluate how authors and illustrators use text and art across materials to express their ideas
- relate American art to the texts of corresponding literary periods
- 1.C.5f f. use tables, graphs and maps to challenge arguments, defend conclusions and persuade others
- read and understand the American literature time line as presented in the required anthology

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.5a | a. | analyze and express an interpretation of a literary work <ul style="list-style-type: none"> • identify and evaluate various literary techniques in the works as appropriate to the literary and historical time period • understand the relationships between the various literary time periods and individual works • determine which techniques are dominant in an individual piece and/or literary time period |
| | 2.A.5b | b. | evaluate relationships between and among literary devices and their influence on the effectiveness of a literary piece <ul style="list-style-type: none"> • identify the literary elements of a text, and explain how the author uses these techniques to achieve the desired effect • support analysis with evidence from the text |
| | 2.A.5c | c. | analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries <ul style="list-style-type: none"> • identify various American authors' voice and predominant form |
| | | * | |
| | 2.A.5d | d. | evaluate the influence of historical context on form, style and point of view for a variety of literary works <ul style="list-style-type: none"> • demonstrate how a text reflects its time, place and circumstances in various American literature time periods |

Essential Learning 2 (Learning Standard B)	Read and interpret a variety of literary works
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| Critical Content | 2.B.5a | a. | analyze and express an interpretation of a literary work <ul style="list-style-type: none"> • analyze major aspects of a literary work as it relates to its purpose and time period |
| | | * | <ul style="list-style-type: none"> • evaluate an interpretation by linking the interpretation to specific aspects of the text |
| | 2.B.5b | b. | apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives <ul style="list-style-type: none"> • make connections between texts and their American culture environment • demonstrate how a text reflects its time, place and circumstances in various American literature time periods • make connections to relevant aspects of historical American experience |

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
- revise draft documents to more effectively communicate the intended message
 - edit work for appropriate grammar, mechanics, and conventions using appropriate style manuals
 - use a variety of self, peer, and teacher response

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; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence
- organize compositions to support thesis using facts, details, and examples from texts
 - use transitions and transitional phrases to link ideas within and between paragraphs
 - * • use critical research to support thesis
 - * • demonstrate competence in a variety of different writing form appropriate to purpose, audience, and context

Essential Learning 3 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes
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- Critical Content 3.C.5a a. communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation
- adjust voice, tone, vocabulary and grammatical conventions according to both purpose and audience

4. Subject Expectation (State Goal 4) Listen and speak effectively in a variety of situations.

Essential Learning 1 (Learning Standard A)	The student will listen effectively in formal and informal situations
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Critical Content	4.A.5a	a.	use criteria to evaluate a variety of speakers' verbal and nonverbal messages
		*	<ul style="list-style-type: none"> • develop and ask questions related to the content and purpose of oral presentations • identify possible alternative viewpoints related to the content of verbal presentations
	4.A.5b	b.	use techniques for analysis, synthesis, and evaluation of oral messages
			<ul style="list-style-type: none"> • ask relevant questions • summarize and/or paraphrase information • analyze information and make appropriate predictions and/or judgments

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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Critical Content	4.B.5a	a.	deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects, or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology
			<ul style="list-style-type: none"> • effectively communicate the intended message in presentation and discussion • establish and maintain a focus
	4.B.5b	b.	use speaking skills to participate in and lead group discussions
		*	<ul style="list-style-type: none"> • recognize and assume appropriate roles within a group • display good listening skills

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.5a	a.	develop a research plan using multiple forms of data
			<ul style="list-style-type: none"> • develop, collect and analyze various types of data related to a topic • organize information from various sources to best support the thesis

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
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- identify information relevant to topic
 - evaluate information and develop conclusions based on reasoning
- 5.B.5b b. credit primary and secondary sources in a form appropriate for the presentation or publication for a particular audience
- correctly cite sources as appropriate to MLA documentation format

Essential Learning 3 **Apply acquired information, concepts and ideas to**
(Learning Standard C) **communicate in a variety of formats**

- Critical Content 5.C.5a a. using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats
- recognize appropriate use of technology for written or oral presentations
 - use multiple, reliable sources to develop and support major ideas in oral, written, or multimedia presentations
- 5.C.5b b. support and defend a thesis statement using various references including media and electronic resources
- choose, evaluate and use primary and secondary sources
 - organize, edit, and revise information for presentation to an audience