

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Popular Literature High School - Grade 11-12 Intermediate Level - One Semester Elective

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

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Apply word analysis and vocabulary skills to comprehend selections</b>
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Critical Content	1.A.5a	a. identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings
		<ul style="list-style-type: none"><li>• extend ideas and enrich vocabulary through independent exploration of words</li></ul>

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply reading strategies to improve understanding and fluency</b>
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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"><li>• relate literature selections and informational text to self, world, and other texts</li></ul>
	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"><li>• analyze how structure contributes to the understanding of text</li></ul>
	*	<ul style="list-style-type: none"><li>• use both implicit and explicit information to form an interpretation of text</li><li>• define the characteristics and structures of a variety of complex literary genres and analyze how genre affects the meaning and function of the texts</li></ul>
	1.B.5d	c. read age appropriate material with fluency and accuracy
		<ul style="list-style-type: none"><li>• select and read books appropriate for interest and ability level</li></ul>
	*	<ul style="list-style-type: none"><li>• demonstrate understanding of text appropriate to reading level and interest</li></ul>

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

**Comprehend a broad range of reading materials**

- Critical Content
- 1.C.5b a. analyze and defend an interpretation of text
- use topic, theme, organizational pattern, context and point of view to guide interpretation during student teacher conference
  - analyze and defend an interpretation of text by integrating interpretation with text-based support in one on one discussion with the teacher
- 1.C.5d b. summarize and make generalizations from content and relate them to the purpose of the material
- summarize and make generalizations from content and relate them to the purpose of the material.
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- synthesize key points and supporting detail to form conclusions

**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**

- Critical Content
- 2.A.5a a. compare and evaluate oral, written or viewed works from various eras and traditions and analyze complete literary devices
- identify and evaluate various literary techniques in the works as appropriate to the literary and historical time period in journal and/or discussion
  - explain how the author uses literary techniques to achieve the intended effect
- 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 attended effect in student teacher interview and/or journal
  - evaluate the effectiveness of the literary elements in a 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
- identify details that reveal the author's style/form as it relates to purpose of the text
  - demonstrate an understanding of the interrelationships among reader, author, form and text

- 2.A.5d d. evaluate the influence of historical context on form, style and point of view for a variety of literary works
- evaluate how a text reflects a culture, society, or historical period

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Read and interpret a variety of literary works</b>
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| Critical Content | <p>2.B.5a a. analyze and express an interpretation of a literary work</p> <ul style="list-style-type: none"> <li>• analyze major aspects of a literary work as it relates to its purpose and its time period</li> </ul> <p style="text-align: center;">*</p> <ul style="list-style-type: none"> <li>• evaluate an interpretation by linking the interpretation to specific aspects of the text</li> </ul> <p>2.B.5b b. apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives</p> <ul style="list-style-type: none"> <li>• make connections between texts and their cultural environment</li> <li>• demonstrate how a text reflects its time, place and circumstances</li> <li>• make connections to relevant aspects of contemporary and historical American experience</li> </ul> |
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**3. Subject Expectation (State Goal 3)      The student will write to communicate for a variety of purposes.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Use correct grammar, spelling, capitalization and structure</b>
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| Critical Content | <p>3.A.5 a. produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</p> <ul style="list-style-type: none"> <li>• produce grammatically correct document using standard manuscript specification for a variety of purposes and audiences</li> <li>• proofread for correct written English conventions</li> </ul> |
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<b>Essential Learning 2 (Learning Standard B)</b>	<b>Compose well-organized and coherent writing for specific purposes and audiences</b>
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| Critical Content | <p>3.B.5 a. produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</p> |
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<b>Essential Learning 3 (Learning Standard C)</b>	<b>Communicate ideas in writing to accomplish a variety of purposes</b>
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| Critical Content | <p>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</p> |
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electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation

- adjust voice, tone, vocabulary and grammatical conventions in student journals according to both purpose and audience

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

<b>Essential Learning 1 (Learning Standard A)</b>	<b>The student will listen effectively in formal and informal situations</b>
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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"><li>• develop and ask questions related to the content and purpose of class discussion</li><li>• analyze information and make appropriate judgments concerning effective contributions to class discussion</li></ul> |
|                  | 4.A.5b | b. | use techniques for analysis, synthesis, and evaluation of oral messages  |
|                  |        |    | <ul style="list-style-type: none"><li>• analyze and synthesize timely contributions to class discussion</li><li>• analyze discussion and verbal presentations for relevancy and appropriateness</li></ul>  |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Speak effectively using language appropriate to the situation and audience</b>
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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"><li>• organize discussion around concepts appropriate to purpose, audience, and content</li><li>• elaborate ideas through direct reference to text</li><li>• effectively communicate the intended message in presentation and discussion</li></ul>                      |
|                  | 4.B.5b | b. | use speaking skills to participate in and lead group discussions  |
|                  |        |    | <ul style="list-style-type: none"><li>• recognize and assume appropriate roles within a group.</li><li>• contribute effective information</li><li>• display good listening skills</li></ul>   |
|                  | *      |    | <ul style="list-style-type: none"><li>• analyze information to make appropriate predictions and judgments</li></ul>   |

**5. Subject Expectation  
(State Goal 5)**

**The student will use the language arts to acquire, assess  
and communicate information.**

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Analyze and evaluate information acquired from various sources</b>
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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
- defend opinions about text using examples and text-based references