

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Reading for College High School – Grades: 11-12 Intermediate or Advanced Level Elective

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

<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 words origins and derivations in a variety of practical settings <ul style="list-style-type: none"><li>• selection of most likely answers in multiple choice setting, given PSAT/SAT exams</li><li>• ascertain a relative meaning of previously unknown word in science and social studies passages from ACT &amp; PSAT/SAT exams</li></ul> |
|                  | 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"><li>• demonstrate mastery of vocabulary beyond definition, into sentence/analogy usage from lists culled from literary canon</li><li>• generate plausible definitions of words from context, given background in Latin roots</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>• connect personal experiences to the issues characters face in independently chosen literature (through personal interviews with teacher)</li></ul> |
|                  | 1.B.5c | b. evaluate a variety of compositions for purpose, structure, content and details for use in school or at work <ul style="list-style-type: none"><li>• analyze provided essays as assessed by rubrics of ACT and SAT I essays</li></ul>  |
|                  | 1.B.5d | c. read age appropriate material with fluency and accuracy <ul style="list-style-type: none"><li>• with teacher approval independently select and read two major works per semester</li><li>• present orally or in writing the main events of</li></ul>                                    |

student-chosen novels, ascertaining an historical perspective of the author where crucial to reader

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Comprehend a broad range of reading materials</b>
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| Critical Content | 1.C.5b | a. analyze and defend an interpretation of text <ul style="list-style-type: none"><li>discussion of selected author's logic items on ACT English Usage test, in which alternative rewrites are suggested</li></ul>  |
|                  | 1.C.5c | b. critically evaluate information from multiple sources <ul style="list-style-type: none"><li>discussion of and follow-up exams in ACT Science Reasoning test in which conflicting viewpoints are presented</li></ul>  |
|                  | 1.C.5d | c. summarize and make generalizations from content and relate them to the purpose of the material <ul style="list-style-type: none"><li>restate author's ideas and personal opinions and synthesize key points</li></ul>  |
|                  | 1.C.5f | d. use tables, graphs and maps to challenge arguments, defend conclusions and persuade others <ul style="list-style-type: none"><li>through discussion, analyze text and questions in the data representation portions of the ACT Science Reasoning test.</li></ul> |

**2. Subject Expectation (State Goal 2)      The student will read and understand literature representative of various societies, eras, and ideas.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand how literary elements and techniques are used to convey meaning</b>
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| Critical Content | 2.A.5a | a. compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness) <ul style="list-style-type: none"><li>discuss in interview format with teacher, any unique values, traditions, complex literary devices evident in student-chosen classics</li></ul>  |
|                  | 2.A.5b | b. evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece <ul style="list-style-type: none"><li>through the study of classic literature outside the last decade, arrive at conclusions about modern values and their role in forming current American culture</li><li>state the effectiveness of character and plot development, theme, tone, and symbol in independent reading novels of student selection</li></ul> |
|                  | 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
  - in interview with teacher on novels of choice, analyze the effect of a writer’s style upon the reader
  - in interview with teacher on novels of choice analyze the form of a work and comment in writing how the form contributes to meaning
- 2.A.5d d. evaluate the influence of historical context of form, style, and point of view for a variety of literary works
  - identify historical elements present in novels of student choice
  - through discussions and writing, demonstrate an understanding of how an author’s professional background and culture may give birth to the ideas present in literature

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Read and interpret a variety of literary works</b>
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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"> <li>• connect personal experiences to the issues characters face in literature being discussed</li> </ul>  |
|                  | 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"> <li>• discuss selected social studies passages from old ACT &amp; SAT/PSAT exams, which involve political issues, especially editorial selections</li> <li>• discuss, in interview of student-selected novel (especially of the classics) with teacher, any connection of conflicts found in the literature to the conflicts found in current society</li> <li>• present orally or through writing the cultural, historical, and literary elements present in a translation or a novel written by an English-speaking author</li> </ul> |

**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 | 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"> <li>• use diction and syntax appropriate for a college admissions officer evaluating a sample personal essay for admittance and sample essays from prompts for the ACT and SAT I</li> </ul> |
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- proofread through the correct responses ACT English Usage test and the SAT I/PSAT Writing Skills sections

<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 | 3.B.5 | <p>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</p> <ul style="list-style-type: none"> <li>• compose essays of proper focus, organization and support to submit to a college admissions officer as sample personal essay for admittance; follow same procedures</li> <li>• compose essays of proper focus, organization and support to submit as sample essays from prompts for the ACT and SAT I</li> </ul> |
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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 | 3.C.5a | <p>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</p> <ul style="list-style-type: none"> <li>• compose in-class essays of proper focus, organization and support to submit as sample essays from prompts for the ACT and SAT I</li> </ul> |
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**4. Subject Expectation (State Goal 4)      The student will listen and speak effectively in a variety of situations.**

<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 | <p>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</p> <ul style="list-style-type: none"> <li>• use appropriate public speaking skills to present oral report about a novel or choice or one of two required classic novels to be read in class</li> <li>• use formal language in prepared presentations in order to convey information in a presentation</li> </ul> |
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**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 <ul style="list-style-type: none"><li>• in small groups, students re-read ACT science passages in which lab experiments are the focus; after highlighting relevant data (such as control groups), students present the logical outcomes as exhibited in multiple choice offerings, which reflect those logical conclusions</li></ul> |
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<b>Essential Learning 3 (Learning Standard C)</b>	<b>Apply acquired information, concepts and ideas to communicate in a variety of formats</b>
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| 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 <ul style="list-style-type: none"><li>• after research through a variety of online sources, each student will present a brief PowerPoint or purely oral presentation on the top five colleges which match his or her needs, scores, preferences</li></ul> |
|                  | 5.C.5b | b. support and defend a thesis statement using various references including media and electronic resources <ul style="list-style-type: none"><li>• after research through a variety of online sources, each student will present a brief presentation of the top five colleges which match his or her needs, scores, preferences</li></ul>   |