

COMMUNITY UNIT SCHOOL DISTRICT 200

Sophomore English High School - Grade 10 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.4a | a. | expand knowledge of word origins and derivations and use idioms, analogies, analogies, metaphors, and similes to extend vocabulary development |
| | | | <ul style="list-style-type: none">• examine word origins through the examination of classical literary pieces |
| | 1.A.4b | b. | compare the meaning of words and phrases and use analogies to explain the relationships among them |
| | | | <ul style="list-style-type: none">• make vocabulary connections to previous knowledge |

Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency
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| Critical Content | 1.B.4a | a. | preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources |
| | | | <ul style="list-style-type: none">• discuss literary ideas in the context of articles, poetry, and supplementary sources to prepare students for concepts presented in the literature• relate themes to personal experiences or to previously read works |
| | 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">• compare literature from different cultures to discover universal truths in literature• compare classical literature to contemporary in order to discover similarities and differences between style and patterns |
| | 1.B.4c | c. | read age-appropriate material with fluency and accuracy |
| | | | <ul style="list-style-type: none">• select an age-appropriate book to be read independently• demonstrate their ability to decode and understand complex vocabulary and phrases through reading out loud• interpret and read text out loud |

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

Comprehend a broad range of reading materials

- Critical Content
- 1.C.4a a. use questions and predictions to guide reading
- develop questions during reading to assess critical thinking
 - use preview questions as a guide for reading
 - utilize journaling to form questions and predictions about the text
- 1.C.4b b. explain and justify an interpretation of a text
- formulate and support an interpretation using textual evidence
 - use logic and reasoning to support an interpretation
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1.C.4c c. interpret, evaluate, and apply information from a variety of sources to other situations (e.g. academic, vocational, technical, personal)
- apply historical information to develop understanding of the literature
 - compare incidents, characters and ideas from literature to real-life situations
- 1.C.4d 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.4e e. analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g. imagery and multiple points of view)
- evaluate the purpose for varying writing styles
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• understand how varying points-of-view work to form a common theme
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• analyze how poetic form is related to content or theme
- 1.C.4f f. interpret tables, graphs and maps in conjunction with related text
- use graphic organizers to understand text
 - explore and understand text through the use of maps, and graphs

**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.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 representing a variety of forms and media

- identify and evaluate various literary techniques in the works as appropriate to the literature
 - understand the relationships between the literature of various cultures and societies
 - compare the use of literary techniques between cultures and time periods
 - evaluate the impact of the techniques on the overall piece of literature
- 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
 - support assertions with evidence from the text
- 2.A.4c c. describe relationships between the author's style, literary form(e.g. short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader
- identify various authors' voice and predominant form
 - demonstrate an understanding of the interrelationships among reader, author, form, and text
- 2.A.4d d. describe the influence of the author's language structure and word choice to convey the author's viewpoint
- discover the author's voice and intended message through examination of the patterns in the language in a piece of literature

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
- analyze the quality of research materials as appropriate to the topic
 - evaluate art work included with textbook and outside sources to enrich understanding of literary pieces
- 2.B.4b b. analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives
- through discussions and writing show how the fiction, poetry, and drama from various cultures promote new ideas in the reader
 - compare and contrast characters, themes, and literary content between classical and contemporary life
 - compare the conflicts found in the literature to the conflicts found in current society
 - present orally or through writing the cultural, historical, and literary elements present in a translation or a novel

- make connections between texts and their culture environment
 - demonstrate how a text reflects its time, place and circumstances in various world literature time periods
- 2.B.4c c. discuss and evaluate motive, resulting behavior and consequences demonstrated in literature
- examine connections between a character’s past and effect on present behavior
 - analyze relationships between character’s motives and goals

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

- Critical Content 3.A.5 a. produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences
- compose a first draft
 - revise draft documents to more effectively communicate the intended message
 - edit work for appropriate grammar, mechanics, and conventions
 - 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

- Critical Content 3.B.4a a. 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
- utilize a variety of different writing strategies appropriate to purpose, audience, and context
 - choose appropriate organization for the assigned writing task
 - elaborate ideas and support written argument through appropriate quote selection and analysis
 - practice integrating literary devices into written work
- 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
- 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 typed, properly formatted document

- 3.B.4c c. evaluate written work for its effectiveness and make recommendations for its improvement
- on selected assignments, attach an evaluation that outlines effort and effectiveness
 - on the drafts of selected assignments, attached comments from peers
 - on selected final copies, include evaluations from peers

Essential Learning 3 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes
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| 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) |
| | | | <ul style="list-style-type: none"> • compose and edit a publishable editorial article • understand and apply appropriate format and structure that effectively addresses a variety of real-life situations (e.g., persuasive essay, business letter) |
| | 3.C.4b | b. | using available technology, produce compositions and multimedia works for specified audiences |
| | | | <ul style="list-style-type: none"> • produce a visual presentation through the use of PowerPoint • determine the appropriate information for inclusion in a multimedia work • create a polished document through the use of word processing programs |

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.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) |
| | | | <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 • analyze information and make evaluative judgments and appropriate predictions • interpret and actively participate in class discussions with peers |
| | 4.A.4b | b. | apply listening skills in practical setting (e.g., classroom note taking, interpersonal conflict situation, giving and receiving directions, evaluating persuasive messages). |
| | | | <ul style="list-style-type: none"> • ask relevant questions pertaining to lecture or debate • summarize and/or paraphrase information |
| | * | | <ul style="list-style-type: none"> • analyze information and make appropriate predictions |

- and/or judgments
- evaluate persuasive techniques and appeals presented by peers and/or literary pieces
- * 4.A.4c c. follow complex oral instructions
 - practice listening skills while following a multi-step process
 - demonstrate understanding of multi-step instruction through variety of activities (e.g. compositions, projects, discussions)
- 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

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical Content | <p>4.B.4a a. deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individual and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence</p> <ul style="list-style-type: none"> • effectively communicate the intended message in presentation and discussion • establish and maintain a focus • utilize proper speaking skills while using a power point presentation • present an accompanying outline and bibliography addressing the sources incorporated in the presentation <p>4.B.4b b. use group discussion skills to assume leadership and participant roles within in assigned project or to reach a group goal</p> <ul style="list-style-type: none"> • respond to ideas proposed by others • ask questions in large and small group situations • ask questions based on reading and prior discussions • add content to the information presented by others • recognize and assume appropriate roles within a group <p>4.B.4c c. use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, note cards, practice</p> <ul style="list-style-type: none"> • make use of notes and outlines to increase confidence during verbal presentation • engage in peer practice prior to whole group presentation <p>4.B.4d d. use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict</p> <ul style="list-style-type: none"> • use eye contact • use appropriate body language during conflict resolution • refrain from interruption during communication process • use of appropriate language and tone of voice during communication • discuss issues arising from group or individual work |
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**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) <ul style="list-style-type: none">• develop, collect and organize various types of data related to a topic• organize information from various sources to best support the thesis• practice and implement proper note taking strategies• select an suitable method of organization in planning a research project |
| | 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 <ul style="list-style-type: none">• utilize research strategies to organize, format, and produce the appropriate written or oral product• include charts and graphs to illustrate a numerical statistic when appropriate |

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">• evaluate the relevance of critical research and primary text examples to thesis• discriminate between creditable and non creditable sources particularly on the internet |
| | 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">• correctly cite sources as appropriate to MLA documentation 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">• use the writing process to create a presentation• implement brainstorming techniques to generate ideas• construct outlines and graphic organizers to develop necessary organization of material• select a suitable method for presenting information• edit and revise document through peer, self, teacher, and |
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- parent evaluation
- 5.C.4b b. produce oral presentation and written documents using supportive research and incorporating contemporary technology
- display information gleaned from a variety of source types through written and audio-visual media
 - organize, edit, and revise information for presentation to an audience