

COMMUNITY UNIT SCHOOL DISTRICT 200

Sophomore English High School - Grade 10 Regular 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.3b	a. analyze the meaning of words and phrases in their context <ul style="list-style-type: none">• use context clues to derive meaning
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Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency
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Critical Content	1.B.3a	a. preview reading materials, make predictions, and relate reading to information from other sources <ul style="list-style-type: none">• use teacher-generated questions to make predictions before and during reading• evaluate accuracy of predictions during reading process• relate reading to personal experience
	1.B.3c	b. continuously check and clarify for understanding (e.g. in addition to previous skills, draw comparisons to other readings) <ul style="list-style-type: none">• respond to teacher-generated questions during class, oral reading to check for meaning• respond to teacher-generated questions in presented written form after class reading

Essential Learning 3 (Learning Standard C)	Comprehend a broad range of reading materials
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Critical Content	1.C.4a	a. use questions and predictions to guide reading <ul style="list-style-type: none">• confirm or deny predictions• use preview questions as a guide for reading• use journaling to form questions and predictions about the text
	1.C.4b	b. explain and justify an interpretation of text <ul style="list-style-type: none">• use oral review and summation of text• form a interpretation of the text with text-based support

- 1.C.4c c. interpret, evaluate and apply information from a variety of sources to other situations (e.g. academic, vocational, technical, personal)
- make connections among the sources
 - apply information from given text to personal 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

**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.3a a. identify and analyze a variety of literary techniques (e.g. figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres
- select examples from text
- 2.A.4b b. explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the 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

Essential Learning 2 (Learning Standard B)	Read and interpret a variety of literary works
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- Critical Content
- 2.B.3a a. respond to literary material from personal, creative and critical points of view
- supply a personal reaction to text
 - assess effectiveness of text as a whole
 - connect issues from text to personal experience through variety of techniques (e.g. oral presentations, creative writing, journaling)
- 2.B.3c b. analyze how characters in literature deal with conflict, solve problems and relate to real life situations
- identify character choices and subsequent consequences
 - analyze the effectiveness of characters' problem-solving techniques
 - connect character choices and techniques to personal choices
- 2B.4c c. discuss and evaluate motive, resulting behavior and consequences demonstrated in literature
- verbally react to characters' motives

- discuss character behavior
- analyze effectiveness of consequences

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 • edit work for appropriate grammar, mechanics, and conventions • use of self and teacher response |
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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.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 <ul style="list-style-type: none"> • explore a variety of different writing forms appropriate to purpose, audience, and context • elaborate ideas and support written argument through focus, facts, details, description, analysis, and/or narration • revise written documents based on teacher and self response |
| | 3B.3b | b. | edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication. <ul style="list-style-type: none"> • use a variety of computer applications (spell check, thesaurus, grammar tools, power point) |

Essential Learning 3 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes
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| Critical Content | 3.C.3a | a. | compose narrative, informative, and persuasive writings (e.g. in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience <ul style="list-style-type: none"> • recognize how to write for different audiences by changing tone, voice, vocabulary and grammar |
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- conventions
- 3.C.4b b. using available technology, produce compositions and multi-media works for specified audiences
- write clearly for specific audience or purpose
 - establish and maintain focus
 - understand and apply appropriate format and structure that effectively addresses a variety of real-life situations
 - create multi-media projects for peer and teacher audiences

**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.3a a. demonstrate ways (e.g. ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension
- check for active listening through ability to follow oral instruction
 - check listening through student ability to response to questions regarding text
 - demonstrate ability to listen to peer through a variety of activities (note taking, paraphrasing, repetition)
- 4.A.4b b. apply listening skills in practical settings (e.g. classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages)
- summarize and/or paraphrase information
 - ask relevant questions concerning topic at hand
 - check active listening through ability to verbalize key aspects of spoken message
- 4A.4c c. follow complex oral instructions
- respond to teacher-generated questions to check comprehension of verbal instruction
 - demonstrate understanding of multi-step instruction through variety of activities (e.g. compositions, projects, discussions)
- 4A.3d d. demonstrate the ability to identify and manage barriers to listening (e.g. noise and environmental distractions)
- demonstrate appropriate behavior while listening

**Essential Learning 2
(Learning Standard B)** **Speak effectively using language appropriate to the situation and audience**

- Critical Content 4.B.4a a. deliver planned informative and persuasive oral presentations using visual aides and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible, and accurate

- supporting evidence
 - effectively communicate the intended message in presentation and discussion
 - establish and maintain a focus
 - utilize technology and visual aides in a manner conducive to verbal presentation
- 4.B.4c b. use strategies to manage or overcome communication anxiety and apprehension (e.g. developed outlines, note cards, practice)
 - make use of notes and outlines to increase confidence during verbal presentation
 - engage in peer practice prior to whole group presentation
- 4.B.4d c. use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict
 - 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

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 |
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Essential Learning 2 (Learning Standard B)	Analyze and evaluate information acquired from various sources
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| Critical Content | 5.B.4a | a. choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes <ul style="list-style-type: none"> • discriminate between credible and noncredible sources, particularly on the internet • evaluate the relevance of critical research and primary text examples to thesis |
| | 5.B.4b | b. use multiple sources and multiple formats; cite according to standard style manuals <ul style="list-style-type: none"> • 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**

Critical Content

- 5.C.4a a. plan, compose, edit and revise information (e.g. brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multi-media displays) for presentation to an audience
- engage in formal process relevant to an individual and/or group presentation
 - use multiple, reliable sources to develop and support major ideas in oral, written, or multimedia presentations
- 5.C.4b b. produce oral presentation and written documents using supportive research and incorporating contemporary technology
- organize, edit and revise information for presentation to an audience
 - use the internet, as well as other sources, to support thesis statements