

COMMUNITY UNIT SCHOOL DISTRICT 200

Structure of the English Language High School - Grades 11 - 12 Level: Intermediate Level—One Semester Elective

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
---	---

- | | | | |
|------------------|--------|----|---|
| 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">• application of terminology to usage study and to writing samples• develop vocabulary by studying word origins and prefixes and suffixes |
| | * | | • examine connotation/denotation in language choice. |
| | 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">• examine diction for writer's purpose• analyze the impact of language choice: formal/informal, non-sexist/sexist language, clichés, idioms, and metaphors |

Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency
---	--

- | | | | |
|------------------|--------|----|---|
| Critical Content | 1.B.5c | a. | evaluate a variety of compositions for purpose, structure, content and details for use in school or a work <ul style="list-style-type: none">• read model sentences and paragraphs illustrating specific structure and stylistics for various purposes• compare and contrast the structures and styles of various authors to evaluate the impact on the reader |
| | 1.B.5d | b. | read age-appropriate material with fluency and accuracy <ul style="list-style-type: none">• read model essay, newspaper and magazine articles, and fiction excerpts |

Essential Learning 3 (Learning Standard C)	Comprehend a broad range of reading materials
---	--

- Critical Content 1.C.5e. a. evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques)
- analyze the effects of language to enhance the message in advertising, persuasive writing, media bias

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 complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness)
- analyze sentences and paragraphs examining the impact of the structure to clarify the author’s purpose: narrative structure, persuasive appeals, tone, and vivid imagery

Essential Learning 2 (Learning Standard B)	Read and interpret a variety of literary works
---	---

- Critical Content 2.B.5b a. apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives
- explain the psychological impact and sociological implications of language choices from various texts: advertising, newspaper and magazine articles, and essays

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
- demonstrate knowledge of standard English (spelling, usage, mechanics, sentence structure) through sentence and paragraph analysis, writing, textbook exercises, and revision

Essential Learning 2 (Learning Standard B)	Compose well-organized and coherent writing for specific purposes and audiences
---	--

- | | | | |
|------------------|-------|----|--|
| Critical Content | 3.B.5 | a. | <p>using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic or organization, appropriate elaboration and support and overall coherence</p> <ul style="list-style-type: none"> • use word processing to produce and revise sentences and paragraphs to achieve stylistically mature writing • use word processing functions to sample methods for sentence construction • develop grammatical competence through the use of interactive web sites and software • create PowerPoint presentations to demonstrate knowledge of prescriptive grammar |
|------------------|-------|----|--|

Essential Learning 3 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes
---	---

- | | | | |
|------------------|--------|----|--|
| Critical Content | 3.C.5a | a. | <p>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"> • practice a variety of sentence and paragraph forms • examine the impact of voice and tone • examine language in context: specific forms and jargon |
| | 3.C.5b | b. | <p>write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions)</p> <ul style="list-style-type: none"> • produce a college application essay • produce a resume • produce a letter of application for a job |

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
---	--

- | | | | |
|------------------|--------|----|---|
| Critical Content | 4.A.5b | a. | <p>use techniques for analysis, synthesis, and evaluation or oral message</p> <ul style="list-style-type: none"> • evaluate the use of standard English in professional speeches • evaluate the impact of formal vs. informal language on the attitude of the listener toward the speaker • assess the accuracy of standard English usage in student response and discussion |
|------------------|--------|----|---|

**Essential Learning 2
(Learning Standard B)**

**Speak effectively using language appropriate to the situation
and audience**

Critical Content

- 4.B.5a a. deliver planned and impromptu oral presentations, as individuals and members of group, conveying results or 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
- explain and defend the use of grammatical form and structure in textbook exercises and supplemental materials
 - prepare a video or PowerPoint presentation examining language structure and usage
- 4.B.5b b. use speaking skills to participate and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals
- analyze the use of stylistic elements of writing as part of lessons to the whole class
 - discuss reactions to writing models used to introduce grammatical elements