

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Survey of Modern Literature High School - Grade 12 Intermediate Level-One Semester 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>
---	---

- |                  |        |    |  |
|------------------|--------|----|--|
| 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 discussion</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>• apply knowledge of concepts words and phrases in written work and discussion</li></ul> |

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

- |                  |        |    |  |
|------------------|--------|----|--|
| 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>• use previewing, questioning, and predicting before and during reading</li><li>• relate text and/or themes to previous reading, prior knowledge and personal experience</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 selected poetry, fiction, drama, and nonfiction from authors of modern literature</li></ul>  |
|                  |        | *  | <ul style="list-style-type: none"><li>• apply the characteristics of a variety of historical time periods and their application to and influence on the literature of the present</li></ul>                              |
|                  |        | *  | <ul style="list-style-type: none"><li>• compare the authors' strategies and organizational patterns both within and between a variety of literary periods</li></ul>  |

- 1.B.5d b. read age appropriate material with fluency and accuracy
- read materials congruent with student maturity level and school culture expectations
  - read one teacher approved independently selected major work per semester

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Comprehend a broad range of reading materials</b>
---	--

- Critical Content
- 1.C.5a a. use questions and predictions to guide reading across complex materials
- use student directed journaling and discussions to form questions and predictions about texts
  - use information from the text to interpret significant concepts or make connections to current situations or contexts logically through analysis, evaluation, inference or comparison and contrast
- 1.C.5b b. analyze and defend an interpretation of text
- use topic, theme, organizational pattern, symbolism, voice, context and point of view to guide interpretation
  - defend a balanced interpretation of the text with text-based support
- 1.C.5c a. critically evaluate information from multiple sources
- use literary criticism and primary texts to support interpretation of literature
  - make connection among the sources
  - use varied texts to provide evidence
- \*
- use information from text and criticism to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference or comparison and contrast
- 1.C.5d 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
  - relate generalizations made from critical references to the purpose of the primary text
- 1.C.5e e. evaluate how authors and illustrators use cover, text and art across materials to express their ideas
- relate modern art to the texts of corresponding literary periods

**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>
---	---

- |                  |        |    |   |
|------------------|--------|----|---|
| Critical Content | 2.A.5a | a. | <p>compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices</p> <ul style="list-style-type: none"> <li>• identify and evaluate various literary techniques in the works.</li> <li>• determine which techniques are dominant in an individual piece.</li> </ul>  |
|                  | 2.A.5b | b. | <p>evaluate relationships between and among literary devices and their influence on the effectiveness of a literary piece</p> <ul style="list-style-type: none"> <li>• identify the literary elements of a text, and explain how the author uses these techniques to achieve the intended effect</li> <li>• evaluate the effectiveness of the literary elements in a text</li> </ul>  |
|                  | 2.A.5c | c. | <p>analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries</p> <ul style="list-style-type: none"> <li>• identify details that reveal the author's style/form as it relates to purpose and American literary period</li> <li>• demonstrate an understanding of the interrelationships among reader, author, form and text</li> </ul> |

<p><b>Essential Learning 2 (Learning Standard B)</b></p>
--

<p><b>Read and interpret a variety of literary works</b></p>
--

- |                  |        |    |   |
|------------------|--------|----|---|
| Critical Content | 2.B.5a | a. | <p>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 modern day society</li> <li>• evaluate an interpretation by linking the interpretation to specific aspects of the text</li> </ul>  |
|                  | 2.B.5b | b. | <p>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 in comparison to the present.</li> <li>• make connections to relevant aspects of contemporary issues.</li> </ul> |

**3. Subject Expectation  
(State Goal 3)**

**The student will write to communicate for a variety of purposes**

<p><b>Essential Learning 1 (Learning Standard A)</b></p>
--

<p><b>Use correct grammar, spelling, capitalization and structure</b></p>
---

- |                  |       |    |  |
|------------------|-------|----|--|
| Critical Content | 3.A.5 | a. | <p>produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</p> <ul style="list-style-type: none"> <li>• revise draft documents to more effectively communicate</li> </ul> |
|------------------|-------|----|--|

- the intended message and reflection of the literature
- edit using appropriate grammar, spelling, punctuation, capitalization, and conventions using appropriate style manuals and guides
- use a variety of self, peer, and teacher feedback to improve writing and effectively supporting ideas

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

- |                  |       |    |   |
|------------------|-------|----|---|
| Critical Content | 3.B.5 | 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   |
|                  |       |    | <ul style="list-style-type: none"> <li>• construct a clear, analytical thesis to focus writing</li> <li>• organize composition to support thesis using facts, details, and examples from texts</li> <li>• use transitions and transitional phrases to link ideas within and between paragraphs</li> <li>• use critical research to support thesis</li> <li>• use information directly from text to support ideas</li> </ul> |

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

- |                  |        |    |  |
|------------------|--------|----|--|
| Critical Content | 3.C.5a | a. | communicate information and ideas in informative 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 |
|                  |        |    | <ul style="list-style-type: none"> <li>• adjust voice, tone, vocabulary and grammatical conventions according to both purpose and audience</li> <li>• use an increasingly sophisticated vocabulary, voice, tone, and style to effectively communicate purpose</li> </ul>   |

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

<b>Essential Learning 1 (Learning Standard A)</b>	<b>The student will listen effectively in formal and informal situations</b>
---	--

- |                  |        |    |  |
|------------------|--------|----|--|
| 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 literature 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  |

- analyze and synthesize timely contributions to class discussion
- analyze discussion and verbal presentations for relevancy and appropriateness

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Speak effectively using language appropriate to the situation and audience</b>
---	---

- |                  |        |    |   |
|------------------|--------|----|---|
| Critical Content | 4.B.5a | a. | <p>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>• organize discussion and presentations around concepts appropriate to purpose, audience, and literature</li> <li>• elaborate ideas through direct reference to text</li> <li>• effectively communicate the intended message and direct connection to literature through presentation and discussion</li> </ul> |
|                  | 4.B.5b | b. | <p>use speaking skills to participate in and lead group discussions</p> <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> <li>• analyze information to make appropriate predictions and judgments</li> </ul>  |
|                  | 4.B.5d | b. | <p>use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., meditation skills, formal and informal bargaining skills) utilize text as support for opinions</p> <ul style="list-style-type: none"> <li>• awareness of body language during discussion</li> <li>• express self using appropriate language</li> <li>• listen and paraphrase others' opinions</li> </ul>  |

<b>5. Subject Expectation (State Goal 5)</b>	<b>The student will use the language arts to acquire, assess and communicate information.</b>
--	---

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas</b>
---	---

- |                  |        |    |   |
|------------------|--------|----|---|
| Critical Content | 5.A.5a | a. | <p>develop a research plan using multiple forms of data</p> <ul style="list-style-type: none"> <li>• develop a research topic appropriate to the selected text</li> <li>• identify specific types of data needed to generate and support thesis</li> <li>• collect and analyze various types of data related to thesis</li> <li>• organize information from various sources to best support the thesis</li> </ul> |
|------------------|--------|----|---|

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

**Analyze and evaluate information acquired from various sources**

- 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
- evaluate the relevance of critical research and primary text examples to thesis.
  - organize information from various sources to best support the thesis
- 5.B.5b b. credit primary and secondary sources in a form appropriate for the presentation or publication for a particular audience
- \*
- correctly cite sources as appropriate to MLA or APA formats

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

**Apply acquired information, concepts and ideas to communicate in a variety of formats.**

- 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
- recognize appropriate use of contemporary technology as appropriate for paper use and/or presentations
  - use multiple, reliable sources to develop and support major ideas in oral, written, or multi-media presentations
- 5.C.5b b. support and defend a thesis statement using various references including media and electronic resources
- choose, evaluate and use multiple primary and secondary sources
  - organize, edit and revise information for presentation to an audience
  - use the internet and literary criticism resources to support literary thesis statements