

COMMUNITY UNIT SCHOOL DISTRICT 200

British Literature High School - Grades 11 - 12 Intermediate Level – One Semester Elective

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

Essential Learning 1 (Learning Standard A)	Apply word analysis and vocabulary skills to comprehend selections
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| Critical Content | 1.A.5a | a. identify and analyze new terminology, apply knowledge of word origins and derivations in a variety of practical settings |
| | | <ul style="list-style-type: none">• analysis of the development of the English language |
| | 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">• paraphrase scene from text |

Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency
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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">• use previewing and predicting before reading and questioning during reading; discussion of personal experience• relate reading with information from other sources, using a variety of strategies; journaling |
| | 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">• study selected poetry, fiction, & drama• compare and contrast different genres of classic and contemporary literature• analyze the effect of author's choice of genre on meaning and function of text• reach conclusions about the purpose and effectiveness of selected literature upon an adolescent audience |
| | 1.B.5d | b. read age appropriate material with fluency and accuracy |
| | | <ul style="list-style-type: none">• present orally or through writing, the cultural, historical & literary elements present in a translation or novel |

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

Comprehend a broad range of reading materials

- Critical Content
- 1.C.5a a. use questions and predictions to guide reading across complex materials
- use preview questions and predictions to guide reading across complex materials and confirm or deny predictions
- 1.C.5b b. analyze and defend an interpretation of text
- use textual evidence to support analysis of various pieces of literature
- 1.C.5c c. critically evaluate information from multiple sources
- analyze various interpretations of text & performance by integrating interpretation with text-based support
- 1.C.5d d. summarize and make generalizations from content and relate them to the purpose of the material
- restate author's ideas and personal opinions and synthesize key points
- 1.C.5e e. evaluate how authors and illustrators use text and art across materials to express their ideas
- in writing and discussion, compare and contrast universal themes in selected film and literature, and demonstrate an understanding of the elements that contribute to effective film

**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 tradition and analyze complex literary devices
- label primary poetic devices in the work of classic poets
 - compare and contrast theme, tone, image, character, and plot in various genres and selected pieces
 - isolate literary devices and then demonstrate their interaction in promoting meaning in fiction and poetry
- 2.A.5b b. evaluate relationships between and among literary devices and their influence on the effectiveness of a literary piece
- through the study of classic British literature, arrive at conclusions about western values and their role in forming current American culture
 - state the effectiveness of character and plot development, theme, tone, and symbol in fiction and drama

- 2.A.5d c. evaluate the influence of historical context on form, style and point of view for a variety of literary works
- identify historical elements present in literature

Essential Learning 2 (Learning Standard B)

Read and interpret a variety of literary works

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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"> • connect personal issues to the issues characters face in the literature being discussed |
| | 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"> • study selected poetry, fiction and drama from various British authors • show, through discussion, how the fiction, poetry, and drama from various historical periods promote new ideas in the reader • analyze how characters, themes, and literary content pertain to contemporary life • compare the conflicts found in literature to conflicts found in current society |

**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"> • use diction and syntax appropriate for an educated audience • proofread and submit writing that is suitable for publication |
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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.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"> • demonstrate an ability to use non-print media during appropriate projects • demonstrate the use of nontraditional sources to help with research |
| | * | <ul style="list-style-type: none"> • submit out-of-class essays that demonstrate the use of |

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 - appropriate technology
 - on selected assignments, attach an evaluation that outlines effort and effectiveness

Essential Learning 3 (Learning Standard C)	Communicate ideas in writing to accomplish a variety of purposes
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| Critical Content | 3.C.5a 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 <ul style="list-style-type: none"> • depending upon the unit studied, demonstrate the skill to write using one of the following strategies: narrative, expository, persuasive, comparison/contrast, research, in-class essay, and creative • through practice of various strategies, develop a style and language appropriate to the assignment and the audience |
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**4. Subject Expectation Listen and speak effectively in a variety of situations.
(State Goal 4)**

Essential Learning 1 (Learning Standard A)	The student will listen effectively in formal and informal situations
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| Critical Content | 4.A.5a a. use criteria to evaluate a variety of speakers' verbal and nonverbal messages <ul style="list-style-type: none"> • analyze and evaluate performance in relationship to text |
| | 4.A.5b b. use techniques for analysis, synthesis, and evaluation of oral messages <ul style="list-style-type: none"> • analyze comments made by others • identify and record important elements as conveyed by the instructor • form a reasoned judgment based on the key concepts presented • re-evaluate existing judgments |

Essential Learning 2 (Learning Standard B)	Speak effectively using language appropriate to the situation and audience
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| Critical Content | 4.B.5a 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 <ul style="list-style-type: none"> • use appropriate public speaking skills to present information to group • engage in a variety of presentations including: skits, |
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- poetry reading, lectures and reports
 - use formal language in prepared presentation in order to convey information in speeches and presentations
 - use appropriate informal language to entertain or inform within the context of skits or impromptu presentations
- 4.B.5b b. use speaking skills to participate in and lead group discussions
- respond to ideas proposed by others
 - ask questions in large and small group situations
 - ask questions based on reading and prior discussions
 - ask questions about others' writing in order to encourage revision and critical thinking
 - add content to the information presented by others
 - use appropriate informal language in class and small group discussions to add personal voice to presentations
 - promote student-centered exchanges by referring to comments made by others

**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.5a a. develop a research plan using multiple forms of data
- survey subjects related to literary works, read and select a topic
 - select sources needed to complete a research topic

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
- create a research-based project or paper based on the literature and present that information to class
- 5.B.5b b. credit primary and secondary sources in a form appropriate for the presentation or publication for a particular audience
- continue to develop appropriate bibliography skills

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.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
- choose, evaluate and use multiple primary and secondary

- sources
 - organize, edit and revise information for presentation to an audience.
- 5.C.5b b. support and defend a thesis statement using various references including media and electronic resources
- use the internet and literary criticism resources to support literacy and cultural thesis statement