

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Junior English High School - Grade 11 Regular Level – Two Semesters

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

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Apply word analysis and vocabulary skills to comprehend selections</b>
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| Critical Content | 1.A.3a | a. apply knowledge of words origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical) <ul style="list-style-type: none"><li>• use context clues to derive meaning</li><li>• understand word usage in traditional and contemporary sources</li><li>• understand and interpret the effects of particular word and phrase choices</li><li>• use vocabulary strategies such as word snapshots, connect 2, vocabulary acquisition strategy, and others as part of the school-wide reading initiative</li></ul> |
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<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply reading strategies to improve understanding and fluency</b>
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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"><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.5c | b. evaluate a variety of compositions for purpose, structure, content, and details for use in school or at work <ul style="list-style-type: none"><li>• demonstrate an accurate understanding of important information in the text by focusing on the key ideas and values</li><li>• demonstrate understanding and use of summarizing strategies such as GIST, Active reading, 2 column notes, and other strategies as part of the school wide reading initiative.</li></ul> |
|                  | 1.B.5d | c. read age appropriate material with fluency and accuracy <ul style="list-style-type: none"><li>• read materials congruent with student maturity level and school cultural expectations</li></ul>   |

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Comprehend a broad range of reading materials</b>
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| Critical Content | 1.C.3c | a. compare, contrast and evaluate ideas and information from various sources and genres <ul style="list-style-type: none"> <li>• make and support statements about the texts</li> <li>• use varied texts to provide evidence</li> <li>• make connections among the sources</li> </ul>   |
|                  | 1.C.4a | b. use questions and predictions to guide reading <ul style="list-style-type: none"> <li>• confirm or deny predictions</li> <li>• use preview questions as a guide for reading</li> <li>• use information from the text to make connections to other situations, texts, cultural values, one’s own life experiences, and prior knowledge</li> </ul> |
|                  | 1.C.4b | c. explain and justify an interpretation of a text <ul style="list-style-type: none"> <li>• use topic, theme, organizational pattern, context, and point of view to guide interpretation</li> </ul>   |
|                  | 1.C.5d | d. summarize and make generalizations from content and relate them to the purpose of the material <ul style="list-style-type: none"> <li>• summarize key points and supporting detail to form conclusions about the text</li> <li>• recognize types of writing</li> </ul>   |

**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>
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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 <ul style="list-style-type: none"> <li>• identify various literary techniques in the works</li> </ul>   |
|                  | 2.A.3b | b. describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature <ul style="list-style-type: none"> <li>• identify the literary elements of a text (e.g., point of view, characterization, mood)</li> <li>• explain how the author uses literary elements to achieve the intended effect</li> </ul> |
|                  | 2.A.3d | c. identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint <ul style="list-style-type: none"> <li>• make connections between texts and the students’ cultural background</li> <li>• identify how a text reflects its time, place, and circumstances</li> </ul>  |
|                  | 2.B.4b | d. analyze form, content, purpose, and major themes of American literature in their historical perspective <ul style="list-style-type: none"> <li>• make connections between texts and the students’ cultural background</li> </ul>  |

- identify how a text reflects its time, place, and circumstances
- make connections between relevant aspects of contemporary and historical human experience

<b>Essential Learning 2 (Learning Standard B)</b>
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<b>Read and interpret a variety of literary works</b>
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| Critical Content | 2.B.4a | a. critique ideas and impressions generated by oral, visual, written and electronic materials <ul style="list-style-type: none"> <li>• demonstrate an understanding of the major aspects of a literary work</li> <li>• link interpretation to specific aspects of text</li> </ul> |
|                  | 2.B.5a | b. analyze and express an interpretation of a literary work <ul style="list-style-type: none"> <li>• analyze major aspects of a literary work as it relates to its purpose and time period</li> </ul>   |

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

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

<b>Essential Learning 1 (Learning Standard A)</b>
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<b>Use correct grammar, spelling, capitalization and structure</b>
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| Critical Content | 3.A.4 | a. use Standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication <ul style="list-style-type: none"> <li>• compose a first draft</li> <li>• revise draft documents to more effectively communicate the intended message</li> <li>• edit work using appropriate grammar, spelling, punctuation, capitalization, and conventions</li> <li>• use self, teacher, and electronic media to compose and edit</li> </ul> |
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<b>Essential Learning 2 (Learning Standard B)</b>
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<b>Compose well-organized and coherent writing for specific purposes and audiences</b>
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| Critical Content | 3.B.3a | a. produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence <ul style="list-style-type: none"> <li>• organize document according to purpose, audience, and content</li> <li>• communicate the intended message</li> <li>• establish and maintain a focus</li> <li>• provide facts, details, and description in document</li> </ul> |
|                  | 3.B.3b | b. edit and revise for word choice, organization, constant point of view and transitions among paragraphs using  |

contemporary technology and formats suitable for submission and/or publication

- revise draft documents to more effectively communicate the intended message
- edit work using appropriate grammar, spelling, punctuation, capitalization, and convention.
- use self, teacher, and electronic media to compose and edit

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Communicate ideas in writing to accomplish a variety of purposes</b>
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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 specific audience <ul style="list-style-type: none"><li>• change tone and style according to type of document and intended audience</li></ul>      |
|                  | 3.C.4b | b. using available technology, produce compositions and multimedia works for specified audiences <ul style="list-style-type: none"><li>• write clearly for specific audience and purpose</li><li>• communicate intended message</li><li>• use format and structure that is appropriate for the audience and 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>
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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"><li>• utilizing listening skills, determine speaker's message</li><li>• restate speaker's main idea</li><li>• ask appropriate questions</li></ul> |
|                  | 4.A.4b | b. apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflicts situations, giving and receiving directions, evaluating persuasive messages) <ul style="list-style-type: none"><li>• summarize or paraphrase information</li><li>• ask appropriate questions</li><li>• evaluate speaker's message</li></ul>                   |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Speak effectively using language appropriate to the situation and audience</b>
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| Critical Content | 4.B.3a | a. deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main |
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ideas; and use visual aids and contemporary technology as support

- engage the listener’s interest
- establish and maintain a focus
- organize around a structure appropriate to purpose, audience, and content
- elaborate ideas through facts, details, and description
- effectively communicate the intended message
- use appropriate grammar and word choice
- demonstrate effective use of visual aides and contemporary technology

4.B.3c c. develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards)

- rehearse presentations
- demonstrate effective use of visual aides and contemporary technology
- utilize note cards

4.B.3d d. use verbal and nonverbal communication strategies to maintain communications and to resolve conflict

- use language that is clear, audible, and appropriate
- effectively communicate the intended message
- recognize and assume appropriate roles within a group

**5. Subject Expectation  
(State Goal 5)**

**The student will use the language arts to acquire, assess and communicate information.**

<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>
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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"> <li>• identify specific types of data needed to solve a problem and present possible solutions</li> <li>• collect and analyze data related to a topic</li> </ul> |
|                  | 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"> <li>• collect and analyze data related to a topic</li> <li>• organize information for a presentation</li> </ul>        |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Analyze and evaluate information acquired from various sources</b>
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| Critical Content | 5.B.4a | a. choose and evaluate primary and secondary sources (print and non-print) for a variety of purposes <ul style="list-style-type: none"> <li>• identify information most relevant to topic</li> <li>• develop simple conclusions based on reasoning</li> </ul> |
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- 5.B.4b b. use multiple sources and multiple formats; cite according to standard style manuals
- recognize how to cite the source of all writing that is not in one's own words
  - recognize how to cite the source of all major ideas presented and/or generated that are not one's own creation

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Apply acquired information, concepts and ideas to communicate in a variety of formats</b>
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| Critical Content | 5.C.4a | <p>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</p> <ul style="list-style-type: none"> <li>• recognize appropriate use of contemporary technology for presentations</li> <li>• use multiple sources to develop and support major ideas in a presentation</li> </ul>   |
|                  | 5.C.4b | <p>b. produce oral presentations and written documents using supportive research and incorporating contemporary technology</p> <ul style="list-style-type: none"> <li>• choose and use sources</li> <li>• organize, edit, and revise information</li> <li>• design and present a project that:             <ul style="list-style-type: none"> <li>- communicates the intended message;</li> <li>- engages the reader/listener;</li> <li>- maintains the focus;</li> <li>- is organized in an appropriate manner;</li> <li>- expends ideas through facts, details, and description;</li> <li>- cites sources; and</li> <li>- uses self, teacher, and electronic media to compose and edit</li> </ul> </li> </ul> |