

English II College Prep

Semester 1

Goal: Read a piece of nonfiction literature critically.

Standards

Content Standards

1. Students will be able to discuss the purposes and effectiveness of non-fiction writing.
2. Students will be able to identify themes in non-fiction literature.
3. Students will be able to draw personal connections to characters.
4. Students will be able to define causes of poverty/violence.
5. Students will be able to compare the interpretation of a novel to the interpretation of other sources (e.g., poetry, songs, newspaper, interviews, movie).
6. Students will be able to describe effects of outside influences on one's life (personal, environmental).
7. Students will be able to identify problems in urban areas.
8. Students will be able to effectively write essays.
9. Students will be able to distinguish elements of text in fiction and non-fiction.
10. Students will be able to interpret literature in an analytical manner.
11. Students will be able to distinguish different cultures through literature.
12. Students will study literature that will expose them to outlooks from different cultures, areas, and ideas.
13. Students will be able to defend their position.

Process Standards

14. Students will be able to evaluate relevant information.
15. Students will be able to contribute equally to small group discussion.
16. Students will be able to apply book noting skills.
17. Students will be able to classify items in terms of necessity and importance.

Value Standards

18. Students will be able to value the diversity of opinions and perspectives.

Illinois State Standards

Reading Goals

1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.

1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.

1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.

1.B.4c Read age-appropriate material with fluency and accuracy.

1.C.4a Use questions and predictions to guide reading.

1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.

Literature Goals

2.A.4a Analyze and evaluate the effective use of literary techniques (e.g. figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.

2.A.4b 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.

2.A.4c Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.

2.A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint.

2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.

2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.

Writing and Composition Goals

3.B.4a 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.

3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g. manuscript form, appropriate citation of sources) using contemporary technology.

3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.

Speaking – Listening Goals

4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).

4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.

4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, note cards, practice).

4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.

Research and Communication Goals

5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.

5.C.4a 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.

<u>MATRIX</u>	LET'S GO SHOPPING!	MAKE A DIFFERENCE	NEWSPAPER ARTICLE CONNECTION	MOST IMPORTANT	SOCRATIC SEMINAR	POEMS AND	TIMED	ESSAYS	THEME TEAM PRESENTATION	SUBSEARCH	SHORT ANSWER	CHAPTER QUIZZES	UNIT TEST
CONTENT STANDARDS The student will be able to....													
... discuss the purpose and effectiveness of non-fiction writing. (1)			X	X	X		X	X		X	X		
... identify themes. (2)						X			X	X			
.... draw personal connections. (3)			X		X		X	X		X			X
... define causes of poverty/violence.(4)					X					X	X		
... compare the interpretation of a novel to the interpretation of other sources (e.g., poetry, songs, newspaper, interviews, movie).(5)			X			X							
... describe effects of outside influences (personal, environmental).(6)		X								X			X
... identify problems in urban areas.(7)		X					X			X			
... effectively write essays. (8)							X	X					X
... distinguish elements of text in fiction and non-fiction. (9)						X							

... interpret literature in an analytical manner. (10)				X		X		X					
... recognize different cultures through literature. (11)					X				X	X			
...study literature that will expose them to outlooks from different cultures, areas, and ideas. (12)			X										X
...defend their position. (13)		X		X	X		X	X					
PROCESS STANDARDS The student will...													
...be able to evaluate relevant information. (14)		X							X				
... be able to contribute equally to small group. (15)					X				X				
...apply book noting skills. (16)			X			X				X			
... classify items in terms of necessity and importance. (17)	X	X											
VALUE STANDARDS The student will be able to...													
... value the diversity of opinions and perspectives. (18)			X		X			X					