

Units: English II Honors

Content Area:	English Language Arts II Honors–	Grade(s)	10
Unit Plan Title:	Accepting the Consequences of Personal Choices		
NJSL Standard(s) Addressed			
ELA-Literacy. RL			
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.			
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.			
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).			
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).			
RL.9-10.8. (Not applicable to literature)			
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).			
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.			
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RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain			

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

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W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information

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W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence

SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Essential Questions (3-5)

- What stands in the way of personal fulfillment?
- When does loyalty to self-take precedence over loyalty to others?
- How does a person's setting help to define them?
- How do outside values and beliefs shape who characters are as individuals and influence behavior?

Anchor Text

- *The Alchemist* - Paulo Coelho

Targeted Skills: Textual Analysis, Critical Reading, Figurative Language, Fables, Plot mapping, analysis of source materials

- *Of Mice and Men* -John Steinbeck

Targeted Skills: Historical Context, Figurative Language, Supporting evidence, character analysis, Influence of Setting on mood/conflict

Informational Texts (3-5)

- 4 Pillars of Alchemy (PDF)

- This is Water (Video)

Targeted Skill: Point of View, Point of View, Evaluating Multiple Sources

- *Montgomery Bus Boycott* – C. S. King (Textbook pg. 880)
- *Tolerance* - E.M. Forester (Textbook pg. 450)
- Nobel Prize Acceptance Speech - Weisel (Textbook pg. 860)

Targeted Skill: Historical Context, Textual Citation, Determining Central Theme

- Happy Documentary (YouTube Video)

Targeted Skill: Development of claims, Discussion skills, Point of view

Short Texts (1-3)

Short Story:

- *The Tortoise and The Hare* – Aesop (PDF)
- *Narcissus and Echo* - (PDF)

Targeted Skill: Development of Fable, Literary devices

- *The Very Old Man with Enormous Wings* (PDF)
Targeted Skill: Magical Realism, Symbolic language, Satire

Poetry:

- *Choices* – Nikki Giovanni (PDF)
- *Beetle in the Country Bathtub* – John Wheelock (PDF)
- *These Kinds of Times* – Rich (PDF)
- *The Blind Man and the Elephant* (PDF)

Targeted Skill: Poetic Devices, Critical Thinking Skills, Analysis of Text

Suggested Writing Assessments

Marking Period 1 writing focuses on the Personal Narrative.

- Narrative Writing: At the invitation of characters in his dream, Santiago begins his quest to pursue an unknown goal. The poem “Choices” poses similar situations where the narrator must also make choices. Compare the quest in the poem and the story. Cite evidence from the descriptions of the characters and compare the challenges each one faced.
- Narrative Writing: Write a personal narrative in which you recall a journey in your life that led you to mature in some way.
- PARCC: An appropriate RST, Literary Analysis, Narrative

Targeted Skills: Developing editing skills, Writing for extended period of time, Writing narratives with effective techniques, developing point of view, use of dialogue.

Vocabulary

Sadlier Vocabulary Workshop - Jerome Shostak - Level E

Writing and Grammar Focus:

Sentence Sense

- Parts of Speech (*Language Network*, Chapter 1)
 - Verbs
 - Nouns
 - Pronouns
 - Adjectives
 - Adverbs
 - Prepositions, Conjunctions, and Interjections

Word Choice (*Write Source* pp.532-548)

- Using nouns- specific nouns/appositives
- Using pronouns - point of view
- Using verbs - show instead of tell
- Using adjectives - objective/subjective
- Using adverbs - answering questions
- Using prepositions - create action/mood
- Using subordinating conjunctions- time, cause and effect, and logical order
- Plurals/Possessives

- Tense

Resources (websites, Blackboard, documents, etc.)

- McDougal Littell Literature (World Literature)
- PDF Documents
- Supplemental videos and articles
- PARCC Assessment Workbook
- Teacher Created Worksheets
- Blackboard Discussion and Blog
- Google Drive

**Suggested Time
Frame:**

10 weeks

Content Area:	English Language Arts II Honors	Grade(s)	10
Unit Plan Title:	Society vs. The Individual (Individual vs. Conformity)		

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Essential Questions (3-5)

- When is it necessary to restrict freedoms?
- Does absolute power corrupt, absolutely; To what extent does power, or the lack of power, affect individuals?
- How do fear and desire for acceptance influence human behavior?

Anchor Text

- *Lord of the Flies* – William Golding
- *Lord of the Flies* – Audio version/Movie Version
- *1984* - George Orwell

Targeted Skills: Symbolism, Critical Thinking, Setting influence, Character Development, Propaganda

Informational Texts

- “TERROR IN LITTLETON: THE PSYCHOLOGY: Deeper Truths Sought in Violence by Youths” –

Erica Good (New York Times article)

- “Journal: Lord of the Flies” – Frank Rich (New York Times article)
- Maslow’s Hierarchy of Needs
- “Rise of the Violent Little Emperors: Children Lashing Out at Their Parents To Get Their own Way” – Sarah Harris (news article)
- “Why I Write” Essay by George Orwell
- Teacher selected current video clips
- Teacher selected current newspaper or magazine articles

Targeted Skills: Evaluate Relevant resources, Summarization, Paraphrasing, Quoting Information, Support with Reasons

Short Texts

- “Harrison Bergeron” – Kurt Vonnegut
- *House on Mango Street* – Cisneros (Excerpts)
- *The Lottery* - Shirley Jackson (PDF)
- 1984 Apple Commercial (video)
- Clips from 1984 (1956), 1984 (1984)

Targeted Skills: Identify Style Elements, Author’s Purpose, Mood, conflict, story elements

Suggested Writing Assessments

Second Marking Period focuses on Analytical Writing.

- Some authors imply that man has free will – that he has freedom of choice and is responsible for his actions. Others suggest that man acts because he is driven by other forces (ie: God, biology, environmental forces, his psychological nature). According to William Golding’s *Lord of the Flies* and *Animal Farm* what extent is man free to make his or her own choices?
- Using the novel, discuss how society confines and restricts the individual or how society frees the individual from the tyranny of irrationality and disorder.
- Many call Golding a pessimist who sees only the evil in man. However, in a speech following the awarding of the Nobel Prize to Golding, he said: “...Let me use what I suppose is my last minute of worldwide attention to speak not as one of a nation but as one of mankind. I use it to reach all men and women of power. Go back. Step back now. Agreement between you does not need cleverness, elaboration, maneuvers. It needs common sense, and above all, a daring generosity. Give, give, give! It would succeed because it would meet with worldwide relief, acclaim and rejoicing: and unborn generations will bless your name.” Argue whether Golding’s novel shows the worst in mankind or hope for mankind

Targeted Skills: Critical Analysis, Textual citations, Supporting reasoning, Thesis statement construction.

Vocabulary

Sadlier Vocabulary Workshop - Jerome Shostak - Level E

Writing and Grammar Focus

Sentence Sense

- Types of Sentences
 - Declarative, Interrogative, Exclamatory, and Imperative
 - Simple, Compound, and Complex
- The Parts of a Sentence - subject, predicate, complement (*Language Network*, Chapter 2)
- Sentence Problems

Mechanics

- Punctuation (*Language Network*, Chapter 11)
 - End Punctuation
 - Periods
 - Commas
 - Semicolons and Colons
 - Quotation Marks, Italics, and Underlining

- Writing Complete Sentences - sentence fragments and run-on sentences
(*Language Network*, Chapter 5)

Resources (websites, Blackboard, documents, etc.)

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Suggested Time

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Frame:

Content Area:	English Language Arts II Honors	Grade(s)	10
Unit Plan Title:	The Challenges of Change		

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Essential Questions (3-5)

- What has more of an effect on shaping a person - environment or an individual's nature?
- How do people balance personal and societal responsibilities?
- In what ways does scientific advancement present both positive and negative consequences?
- How do *Frankenstein* and *Anthem* argue for the integrity of the individual?

Anchor Text

- *Frankenstein* – Mary Shelley
- *Frankenstein* – Movie clips/Audio Version

Targeted Skills: Making Inferences, Point of view, Frame Story, Foreshadowing,

- *Anthem* - Ayn Rand

Targeted Skills: Central Ideas, Bias/Objectivity, Word Acquisition

Informational Texts

- Bigfoot Encounters (video)
- Episode of *Monster Quest* (History Channel – video)
- Whose responsible for our children? (New York Times article)
- Four current articles on genetics, cloning, use of animals in biochemical research and in vitro fertilization (Teacher selected)
- Are Scientists Playing God? It Depends on Your Religion – John Tierney, November 20, 2007

Targeted Skills: Deductive/Inductive Reasoning, Fact from Opinion, Analyze Argument/Counterargument, Summarizing, Analyzing Evidence, Specialized Vocabulary

Short Texts

- *By the Waters of Babylon* (S.V. Benet Textbook pg. 288)
- *There Will Come Soft Rains* (Bradbury Textbook 304)
- *The Birthmark* – Hawthorne (PDF)

Targeted Skills: Making Inferences, Central Ideas, Analyze Chronological Order

- *Rime of the Ancient Mariner* – Coleridge
- *Fire and Ice* – Frost (PDF)
- *The Story of Prometheus* (PDF)

Targeted Skills: Tone, Diction, Author's Purpose, Allusions

Suggested Writing Assessments

- How has the concept of 'monster' changed from the time when *Frankenstein* was written in the Gothic period to more modern interpretations of monsters today?
- How have medical advances and technology helped or hindered our concept of monster today? Cite reasons with evidence from texts and media introduced in this unit to support your view.

Vocabulary

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Targeted Skills - Reading:

NJSLSA.R8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Distinguishing fact from opinion
- Evaluating credibility and reliability of sources

- MLA Format

[NJLSA.R1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Identifying the main idea

[NJLSA.R5](#)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Analyzing importance of frame narrative

Writing and Grammar Focus:

Sentence Sense

- Sentence Problems
 - Agreement - subject and verb, pronoun and antecedent (*Language Network*, Chapters 7 and 8)
 - Pronoun reference (*Language Network*, Chapter 8)

Mechanics

- Capitalization (*Language Network*, Chapter 10)
 - Common/proper nouns
 - First words
 - Sentences in Parentheses
 - Sections of the Country
 - Titles
- Abbreviations
- Numbers- numerals or words

Resources (websites, Blackboard, documents, etc.)

- | | |
|---|--|
| <ul style="list-style-type: none"> • McDougal Littell Literature – World Literature (English Textbook) • PDF Documents • Supplemental videos and articles • PARCC Assessment Workbook | <ul style="list-style-type: none"> • Teacher Created Worksheets • Blackboard Discussion and Blog • Google Drive |
|---|--|

Suggested Time

10 weeks

Frame:

Content Area:	English Language Arts II Honors	Grade(s)	10
Unit Plan Title:	A Study of Shakespeare: Comedy and Tragedy		

NJSL Standard(s) Addressed

ELA-Literacy. RL

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

ELA-Literacy. RI

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

ELA-Literacy. W

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate

Content Area:	English Language Arts II Honors	Grade(s)	10
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<p>information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>ELA-Literacy .SL</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence</p> <p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>			
Essential Questions (3-5)			
<ul style="list-style-type: none"> • How do the times that an author lived in influence how and what they write about? • How does confrontation change the course of people’s lives? • How do the classical themes in <i>Julius Caesar/The Taming of the Shrew</i> remain significant for a contemporary audience? 			
Anchor Text			
<ul style="list-style-type: none"> • Taming of the Shrew – William Shakespeare <p>Targeted Skills: Dramatic Irony, Reading of Drama, Persuasion, Argument</p> <ul style="list-style-type: none"> • Julius Caesar – William Shakespeare • Julius Caesar – Video (1970) <p>Targeted Skills: Tragic Hero, Tragic Flaw, Reading of Drama, Rhetoric</p>			
Informational Texts			
<ul style="list-style-type: none"> • Document on the real Julius Caesar – Video • Renaissance art - Portraits and pictures • Characteristics of Shakespearean Drama—Tragic Hero (Textbook pp. 1157) • Historical background: Renaissance women and Roman <p>Targeted Skills: Historical Context, Background</p>			

Short Texts

- Ten Things I Hate About You – Video
- The Goode and the Badde (PDF)

Targeted Skills: Historical Context, Drawing connections,

Suggested Writing Assessments

- Explanatory: Using your biographical knowledge about Shakespeare and knowledge of his plays, write an essay depicting a recent historical figure whose life he might use to develop a plan today.
- Narrative Writing on Taming of the Shrew: Write an essay that explains the role of Kate and how manages to control her life in the context of the time period in which she lives.
- Narrative Writing: How does Shakespeare use foreshadowing? What devices does is used to build suspense in the play? Cite specific evidence from the play to support your response.

Vocabulary

Sadlier Vocabulary Workshop - Jerome Shostak - Level E

Writing and Grammar Focus

Sentence Style/Variety

- Parallel construction (*Write Source* p.550)
- Expanding/Combining sentences (*Write Source* pp.551-556)
 - The Phrase- prepositional and appositive phrases (*Language Network*, Chapter 3)
 - The Clause - independent and subordinate clauses (*Language Network*, Chapter 4)
- Sentence Problems (*Language Network*, Chapter 9 and *Write Source* p.559)
 - Misplaced modifiers
 - Dangling modifiers

Resources (websites, Blackboard, documents, etc.)

McDougal Littell Literature (World Literature)
PDF Documents
Supplemental videos and articles
PARCC Assessment Workbook
Teacher Created Worksheets
Blackboard Discussion and Blog
Google Drive

Suggested Time

10 weeks

Frame:

VI. Scope and Sequence

English II Scope and Sequence Chart: Skills	I = Introduced D = Developed in depth R = Reinforced
Demonstrate ability to listen effectively	D,R
Engage in formal debates and group discussion	D,R
Develop a paragraph with clear sense of cohesion	D,R
Employ mechanics to generate clear sentences	D,R
Utilize prewriting strategies including graphic organizers	D,R
Edit/revise drafts of manuscripts	D,R
Adapt writing style to a "given" audience	D
Recognize/use varied reference materials	D
Interpret information from multimedia sources	D
Engage in documentation of sources	D
Prepare (speech, essay, review reports) research papers	D
Compile a list of vocabulary words	D
Complete exercises antonyms, analogies, sentence completions	D
Practice strategies for improving comprehension	D
Recognize major literary forms	D
Identify themes	D
Place events in proper sequence	D
Infer character's motives	D
Explain author's purpose	D
Identify literary conventions (flashback, etc.)	D
Interpret figurative language	D
React to persuasive text	D
Explain workplace text.	D
Respond to open-ended questions	D
Complete a standardized writing sample	D

IV. Instructional Strategies Based on Instructional Goals (Applying Universal Design for Learning)

Instructional Strategies commonly utilized in English 2:

- Maps, photos, graphs and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think-alouds/written)
- Listing
- Mapping
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Learning centers
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Conferring
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Competing in teams/debating about controversial topics and literary analysis
- Playing games
- Creating games
- Note taking/note making
- Drafting/writing

English 2 Proficiencies

I. COMMUNICATION SKILLS

1. The student will be able to give speeches of various lengths and types.
2. The student will demonstrate his/her listening abilities in various speaking situations.
3. The student will collaborate by sharing ideas, examples, and insights, productively and respectfully in informal conversation/discussion.
4. The student will master a list of common Greek and Latin root words.
5. The student will be provided vocabulary in context to enhance and reinforce comprehension.
6. The student will familiarize him/herself with antonyms, analogies, sentence completion and reading comprehension exercises
7. The student will recognize the important differences between electronic and non-electronic communication, an awareness of electronic etiquette, and the implications of a permanent, global Internet.

II. WRITING SKILLS

1. The student will be able to develop a paragraph/essay with a clear sense of cohesion.
2. The student will be able to employ mechanics to produce clear, unambiguous sentences.
3. The student will be able to combine and rearrange ideas to create an impact upon the reader.
4. The student will utilize pre-writing strategies in paragraphs, essays and research projects.
5. The student will revise written material to make it more effective.
6. The student will develop awareness of the role of audience, writing as both a process and a product, and the various genres of writing. Students will develop an awareness of the influence of technology on the format of both formal and informal writing.
7. Demonstrate and use textual and graphic organizers.

III. RESEARCH SKILLS

1. The student will be able to interpret data presented in visual form.
2. The student will develop an awareness of credibility of source materials
3. The student will develop an awareness of media messages
4. The student will understand the purpose of citation and demonstrate an awareness of various research and citation formats
5. The student will demonstrate an ability to recognize, obtain, and evaluate non-electronic sources.

IV. LITERACY SKILLS

1. SHORT STORY - Students will be able to:

- A. Recognize relevant details and infer new things from those details
- B. Predict outcomes
- C. Put events in chronological order
- D. Interpret connotative meanings and differentiate them from denotative meanings
- E. Write about themes as they relate to their own lives
- F. Contrast the mood, plot, theme, characters, and settings from different works by the same author and by different authors
- G. Identify archetypal elements from their both literature and their own experiences.

2. NONFICTION - Students will be able to:

- A. Separate subjective from objective details
- B. Describe the influence of time and place upon fact versus fiction
- C. Understand the importance of source in nonfiction
- D. Apply their understanding of nonfiction to evaluate a source for credibility
- E. Continue to develop an awareness of media messages and the evaluation and source credibility
- F. Cite where they get their information from as it relates to their own lives
- G. Demonstrate understanding of how technology influences nonfiction

3. POETRY - Students will be able to:

- A. Identify rhyming, blank, and free verse
- B. Connect rhyme scheme
- C. Understand meter and recognize poetic feet (stressed and unstressed syllables)
- D. Understand the importance of an author's experiences in shaping a work

- E. Understand the audience's role
- F. Paraphrase the stanzas of a poem
- G. Recognize details that create mood
- H. Differentiate between different points-of view
- I. Make inferences about elements in the poem such as characters and objects
- J. Distinguish how individual elements contribute to the poem as a whole
- K. Understand how the mood and tone of a work is created

4. NOVEL - Students will be able to:

- A. Analyze conflict
- B. Write about characters
- C. Recognize symbolism, literary, and rhetorical devices
- D. Identify the themes
- E. Evaluate the novel
- F. Understand character
- G. Understand plot development
- H. Understand cultural and temporal differences and similarities of theme
- I. Appreciate details of setting
- J. Distinguish how individual elements contribute to the novel as a whole
- K. Analyze a novel using one or more elements from a critical theory

5. DRAMA - Students will be able to:

- A. Understand plot structure
- B. Identify a protagonist and an antagonist
- C. Interpret the effect of imagery
- D. Recognize dramatic irony
- E. Understand conflict
- F. Understand tone
- G. Understand metaphorical language
- H. Write about the audiovisual elements of a drama
- I. Describe irony and identify irony in personal experiences
- J. Understand the importance of drama to different cultures, and the importance of drama as a social experience.