

Randolph County Schools Curriculum Map- English II

English II	Units 1-3	Timeline	9 weeks
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**Essential Questions
Compelling Questions- Inquiry Based**

- How do authors create/use tone? (Teacher extension: to incite emotional responses)
- How do authors introduce and develop characters?
- What influence(s) and effect(s) do characters have on plot and themes in a text?
- How does an author's use of language and literary elements affect the overall work?
- What shapes a person's identity (cultural lens)?
- How is structure dependent on purpose?
- How are intentional issues relevant to the United States, and how are America's issues interconnected with the global community?
- How does individual experience influence comprehension of a text?
- How does an author's use of archetypes help in developing the plot and theme?
- How are archetypal patterns influenced by cultural values and norms?
- How are these archetypal patterns altered by changes in society?
- How is Shakespeare still relevant today?

Understandings

Learning Targets and/or "I Can" Statements

Aligned Standards

Learning Targets:

- I can cite textual evidence to support my answers.
- I can determine a central idea.
- I can determine a central message.
- I can determine the meaning of words and phrases as they are used in the text.
- I can identify figurative language, content specific vocabulary, connotations, and archetypes.
- I can identify tone based on diction (word choice).
- I can identify the structure of a text.
- I can recognize how the author uses structure.
- Based on structure, I can identify an author's purpose/intent.
- I can describe how the author uses sentences and paragraphs from within a text to identify the claims the author is making.
- I can read and comprehend grade level texts.
- I can use literary techniques, such as dialogue, pacing, description, and multiple plot lines to develop the narrative.
- I can use different techniques in the same narrative.
- I can use words and language that will engage the reader and create a vivid picture of events.
- I can create a conclusion that follows the course of the narrative.
- I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- I can plan, revise, edit, and rewrite an essay in a way that is appropriate for the audience.
- I can use technology to produce, publish, and collaborate with others.
- I can research the answers to a question and combine multiple sources to determine the answer.
- I can apply these standards to literature and nonfiction.
- I can write often and for a variety of audiences.
- I can be flexible and write fluently in a timed setting or for an essay that requires multiple drafts.
- I can start and participate in collaborative discussions with diverse partners.
- I can be prepared for these discussions by having read and studied the

Standards:

RL and RI 9-10.1
Cite strong and thorough textual analysis of what the text says explicitly as well as references drawn from the text.

RL and RI 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; provide an objective summary of the text.

RL and RI 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 and RI 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 diction 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 and RI 9-10. 5
Analyze how an author's choices concerning how to structure a text, order events within a text (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, etc.

RL and RI 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 and RI 9-10.7
Compare two works that share a common subject.

RI 9-10.8
Delineate 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 fallacious reasoning.

RL 9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL and RI 9-10.10
Read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding needed at the high end of the range.

Writing (These standards bridge both units):
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.

<p>material to be discussed.</p> <ul style="list-style-type: none"> I can refer to the evidence during the discussion. I can work with my peers to create and establish rules for discussion and establish goals for the discussion. I can ask relevant questions during the discussion and connect our ideas to broader themes. I can respond thoughtfully to diverse perspectives. I can make new connections when presented with diverse perspectives. I can integrate multiple sources of information in a presentation or discussion. I can evaluate the speaker's point of view and determine false statements. I can present information in a logical manner so that my audience can follow my reasoning. I can make my presentations appropriate for my audience. I can use digital media to enhance my presentation. I can use Standard English grammar when writing or speaking. I can use parallel structure when writing and speaking. I can use phrases and clauses to convey meaning and interest in writing and presenting. I can demonstrate Standard English in punctuation, capitalization, and writing conventions. I can use a semicolon correctly. I can use a colon correctly. I can spell correctly. I can apply knowledge of language to make effective choices in diction, meaning, and comprehension. I can determine the meaning of words using context clues. I can use context clues to determine the meaning of a word or phrase. I can identify and use patterns of word changes that indicate different meanings or parts of speech. I can use reference materials to determine word meaning or usage. I can demonstrate my understanding of word relationships and nuances in word meanings. I can interpret figures of speech in context and analyze their role in the text. I can determine denotation in vocabulary. I can determine connotation in vocabulary. I can accurately use academic vocabulary for college and career readiness. I can demonstrate that I can find and use academic vocabulary in depth. 	<p>W 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on addressing what is most significant for a specific purpose or audience.</p> <p>W 9-10.6 Use technology, including the Internet, to produce, publish, 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.</p> <p>W 9-10.7 W 9-10.9 W 9-10.10</p> <p>Speaking and Listening (These standards bridge both units):</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 diverse partners 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 formats (e.g. visually, quantitatively, 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 fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL 9-10.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</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 understandings of 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 when indicated or appropriate.</p> <p>Language (These standards bridge both units):</p> <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 9-10.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>L 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge and considering a word or phrase important to comprehension or expression.</p>			
Week	Bell Ringer	Curriculum Focus	Recommended Texts	Possible Activities
1-2	EOC Practice	Fairytales/Storytelling and Archetypes	<i>Cinderella</i> (various versions); <i>Red Riding Hood</i> ; <i>Snow White</i> ; clips from <i>Frozen</i> , clips from <i>Maleficent</i> ; clips from <i>Enchanted</i> ; <i>1001 Nights</i> ("Fisherman and the Jinnee")	Archetype PowerPoint; Archetype research via Google Docs; read and analyze the various fairytales using graphic organizers to record patterns and motifs; Stations (collaborative activity); group presentations; write your own modern fairytale using the three categories of archetypes; annotation of texts; begin

				literary terms handbook, which will be updated as the semester progresses
3-5	EOC Practice	Shakespeare- Midsummer Night's Dream (fairytale connection)	<i>Midsummer Night's Dream; Theseus and Hippolyta</i> (Greek mythology); <i>Pyramus and Thisbe</i> ; DVD- <i>Midsummer Night's Dream</i>	Web quest (Shakespeare bio info); What If Shakespeare had a Facebook Activity; combine Taylor Swift songs and iambic pentameter; decode Shakespearean language; analyze the play for fairytale aspects; 3-2-1 reading strategy; body biography; study guides; practice timed, text-based constructed responses; act in a bag culminating activity
6-9	EOC Practice	Characteristics of an Epic; hero's journey and archetypes continued	<i>Epic of Gilgamesh; Genesis 1-3 and 6-9</i> (flood story and creation story); Ishtar and the Bull of Heaven	Hero's Journey PowerPoint and YouTube clip "What Makes a Hero?" Annotate the text for tone; create a flip chart to track the hero's journey; compare and contrast essay; illustrate a crucial scene (make it resemble Mesopotamian art); 3-2-1 reading strategy

Other possible Learning Activities:

- Web Quest
- Conversational Round Tables
- Study/Reading Guides
- Sticky Note Annotation
- Silent Debate
- Character Maps for relationship roles
- Writing Workshops- relationship roles, theme, persuasive, argumentative, etc.
- Word Mapping
- Vocabulations
- Embedded research activities and practice on cultural aspects, themes, etc. related to a unit/Research Centers
- Work with various speeches and eulogies, etc., that memorialize the dead
- Write eulogies from the perspective of various characters for the deceased (for example: Pakhom's wife, neighbors, the devil for Pakhom)
- Pictorial depiction of characters, also incorporating dialogue, symbols, etc.
- Vocabulary Mapping
- Speech Analysis (viewing/discussing/listening guide) <http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html>
- Definition of Freedom Discussion (<http://edsitement.neh.gov/lesson-plan/fdrs-four-freedoms-speech-freedom-fireside>)
- Narrative writing workshop (<http://www.webenglishteacher.com/narrative.html>)
- Literature Circles and Discussion groups' comparison of Norman Rockwell's *Four Freedoms* painting with FDR's speech (http://archives.gov/exhibits/powers_of_persuasion/four_freedoms.html)
- Define "Freedom" and choose four freedoms and what is most important to them. What would you do to keep your freedoms? Optional: Read chapters from Waverly and her mother from *The Joy Luck Club* making the connection between familiar relationships and American/Chinese identity. (This assignment also can be modified having groups focus on individual families.
- Chunking Activity: Group Norman Rockwell's *Four Freedoms* with sections from "Four Freedoms" and music clips. Students respond and discuss as a class.

Other recommended texts:

- *Anthem* by Ayn Rand (Russian-American); (Comparison Piece- "Invictus" by William Ernest Henley)
- *Oedipus Rex* by Sophocles (Ancient Greece)
- *In the Time of the Butterflies* by Julia Alvarez (Dominican Republic)
- *A Long Way Gone* by Ishmael Beah (Sierra Leone)
- African Proverbs from the textbook
- *Persepolis* by Marjane Satrapi (Iran)
- *My Forbidden Face* by Latifa (Afghanistan)
- *Picture Bride* by Yoshika Uchida (Japanese-American)
- *The Book Thief* by Markus Zusak (Australian Author; German)
- *Mastor Harold and the Boys* by Athol Fugard (South Africa)

- *Cry, the Beloved Country* by Alan Paton (South Africa)
- *The Kite Runner* by Khaled Hosseini (Afghanistan)
- *Medea* by Euripides
- "The Handsomest Drowned Man in the World" by Gabriel Garcia Marquez (Columbia)
- Isabel Allende works (Chile)
- Markus Zusak's works (Australian Author; various settings)
- *Cherry Orchard* by Anton Chekov (Russia)
- Poetry by Pablo Neruda (Chile)
- a work by William Shakespeare

- Recommended informational texts:
- Franklin Roosevelt's "Four Freedoms" Speech (other U.S. historical documents)
- Chinese Exclusion Act (Great Documents in U.S. History and U.S. History: A Document Based Skillbook)
- *Gentleman's Agreement* film (referenced in *Picture Bride*)
- Informational texts- *Plato's Apology*
- "What is an American?" by J. Hector St. John de Crevecoeur from *Great Documents in U.S. History*, Volume 1 page 26
- Current event articles from NEWSELA