

Randolph County Schools Curriculum Map- English II

English II	Units 4-6	Timeline	9 weeks
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**Essential Questions
Compelling Questions- Inquiry Based**

- How do elements of text/drama affect the overall work?
- How does the literature represent the commonalities between and among different cultures?
- How do references to source material enhance reader understanding?
- What are the differences between Greek drama and Shakespearean drama?
- What are the major themes found in Greek tragedy?
- How is the hero's journey relevant to everyday heroes?
- What is humanity's responsibility to cultural atrocities and human rights violations?
- How do we persuade others?
- What makes an argument relevant?

**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 how the central idea develops throughout the text.
- I can give an objective summary.
- I can describe how the point of view is reflected within the work.
- I can compare two works that share a common subject.
- I can identify allusions.
- I can identify source material.
- I can read and comprehend grade level texts.
- I can cite textual evidence to support my answers.
- I can determine the central idea.
- I can determine how the central idea develops throughout the text.
- I can give an objective summary.
- I can determine an author's point of view.
- I can identify rhetoric.
- I can compare multiple texts that address the same subject.
- I can call attention to the version of the text and how the version influences the account.
- I can identify the argument or claim in the text.
- I can identify the relevance of the claim.
- I can identify statements with fallacious reasoning.
- I can evaluate the argument in a text and determine its validity.
- I can analyze U.S. documents in how they address related themes and concepts.
- I can read and comprehend grade level texts.

Writing

- I can write an argument with valid reasoning.
- I can introduce my argument with clear and accurate counterclaims.
- I can use concise and effective language in my argument.
- I can develop claims and counterclaims equally.
- I can supply evidence for the claims and counterclaims.
- I can write in complete sentences.
- I can write a coherent paragraph.
- I can maintain a formal style and objective tone in my writing.
- I can provide a concluding statement.
- I can provide a concluding statement that supports my argument.
- I can write informative texts.
- I can introduce a topic, organize complex ideas, and format my analysis correctly.

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.
- W 9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- W 9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

- I can develop a topic with well-chosen, relevant examples.
- I can use well-chosen, relevant quotations to support my arguments.
- I can use appropriate transitions to create cohesion within my writing.
- I can use precise language and specific vocabulary for the topic of my essay.
- I can maintain a formal style and objective tone throughout my writing.
- I can provide a concluding statement that supports my argument.
- I can write a narrative.
- I can engage the reader in my narrative.
- I can use narrative techniques such as dialogue, pacing, description, and multiple plot lines
- I can use these techniques to develop the narrative: different techniques in the same narrative, words and language that will engage the reader and create a vivid picture of events, and 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 my 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 this answer.
- I can gather my information from multiple valid sources and integrate those sources into my writing.
- I can avoid plagiarism during this process.
- I can use MLA format to cite my sources and avoid plagiarism.
- 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 material to be discussed.
- 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 adapt my speech to a variety of audiences.
- 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 capitalization, punctuation, and writing.
- 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.
- I can write and edit based on MLA format.

advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W 9-10. 7

W 9-10.9

W 9-10.10

Speaking and Listening (These standards bridge both units):

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.

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.

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.

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.

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.

SL 9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language (These standards bridge both units):

L 9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 9-10.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L 9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

<ul style="list-style-type: none"> I can determine meaning using context clues. I can use context clues to determine 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. 				
Week	Bell Ringer	Curriculum Focus	Recommended Texts	Possible Activities
1-2	EOC Practice	Greek Tragedy	<i>Oedipus Rex</i> , <i>Death of Sophocles</i> , "Delphic Oracle" (<i>National Geographic</i> article), use of <i>Julius Caesar</i> excerpts for compare/contrast, any informational text focusing on "free will"	Assign parts and act out; summarize various sections and present via puppet show; compare and contrast to <i>Julius Caesar</i> excerpts; annotate and discuss language; Oedipus Twitter feed (helps with summary); study guides; metaphorical journeys; define tragic hero and compare to a modern tragic hero; journals; active reading strategies
3-7	EOC Practice	Holocaust (Human Rights)/Sophomore Research Project	<i>Night</i> , <i>Persepolis</i> , <i>My Forbidden Face</i> , <i>I Am Nujood</i> , <i>A Long Way Gone</i> , Oprah's interview with Elie Wiesel, <i>In the Time of the Butterflies</i> , Holocaust survivor stories and narratives, This I Believe essays	PowerPoint presentations to introduce background on the Holocaust; web quest Holocaust Museum; read and analyze texts; annotate chapters with sticky notes; study guides; 3-2-1 reading strategy; introduce MLA format with mini-lessons and practice activities and the research process; practice thesis statements; practice summarizing, setting up signal phrases for quotations, and paraphrasing; teach bias; journals; group activity with anti-Semitism; research paper drafting; double-entry journals
8-9	EOC Practice	Countdown to the EOC using <i>The Alchemist</i> or another favorite novel	<i>The Alchemist</i> , various Bible stories to cover allusions, various fables and parables, <i>Life of Pi</i>	Review hero's journey; recurring motifs activity; how to write a theme statement; magical realism activity; create a map of the hero's journey; write your own fable/parable; words of wisdom project using the novels, fables, and parables; chapter quizzes and study guides; double-entry journals; scavenger hunt for literary devices; write your own This I Believe essay; 3-2-1 reading strategy

Other possible Learning Activities:

- Web Quest
- Conversational Round Tables
- Study/Reading Guides
- Sticky Note Annotation
- Spirit Masks
- Silent Debate- with Jail Letters (Take This, Take That Handout – <https://eee.uci.edu/faculty/losh/Shakespeare/householder.html>)
- Character Maps for Internal and External Conflicts
- Writing Workshops- Conflict, Theme, Persuasive, Argumentative, etc.
- Word Mapping
- Vocabulations
- Compare and Contrast Regan's Berlin Wall speech with Roosevelt's "Four Freedoms"
- Conversational Round Tables from Jim Burke's *Tools for Thought* and *50 Essentials*
- Socratic seminars
- Study/reading guides
- Sticky note annotation
- Greek theater masks (choose symbols which represent character development within *Oedipus Rex*)
- Character Maps for the Quest (Map of character interactions, development, relationships, etc.)
- Word Mapping
- Vocabulations/Create a cartoon using vocabulary words
- Hero's Journey Maps with Modern Heroes (Trace the steps of a hero's journey; apply this knowledge to an additional text)
- Seminar on "The Myth of Sisyphus"
- From the Jocasta Poems by Jan Haag
- "For Jocasta" by Frederic Gale

- “Eyeballs”