**SUBJECT: English II GRADE: 10th Grade TIMELINE: 1st Quarter**

**Essential Questions for this Unit Unit 1 Inside the Nightmare pg. 2 CM pg. 2**

1. What is the allure of fear?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **9-10.RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **9-10.RI.2** Determine a central idea of a text and analyze 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. **9-10.RI.3** Analyze how the author constructs 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. | English II explores American literature alongside the historical and social themes that define this nation. Students will understand that the texts studied reflect a variety of human experiences within classes, regions, and generations. Accompanying literature, documents and non-fiction works allow students to explore the relationship between our literary past and modern perspectives. | I will gather the correct textual evidence from the text and will correctly cite it to avoid plagiarism.I will analyze the text for multiple central ideas.I will analyze the author’s development of the central idea within the text. | **Formal:**AZM2 ResultsNWEAPearson * Pre- Mid- Post
* Unit
* Selection

Mi Write PEGPresentation RubricsVocabulary Quizzes **Informal:**CLOSE Reading strategySmall group discussionGallery Walks | **Anchor Text (Short Story):***The Fall of the House of Usher* by Edgar Allan Poe**Anchor Text (Short Story):***House Taken Over* by Julio Cortázar**Media (Informational Graphic):***from How to Tell You’re Reading a Gothic Novel—In Pictures* by Adam Frost and Zhenia Vasiliev**Short Story:** *Where Is Here?*by Joyce Carol Oates**Media (photo gallery)**: *from The Dream Collector* by Arthur Tress**Interview**: *Why Do Some Brains Enjoy Fear?* by Allegra Ringo | Explanatory TextAnnihilateAntiquityFissureDissolutionRendingTumultuousDenotationConnotationspacious unvoicedobscurerecessedvestibulemuffledReclusiveSinisterEtherealgregariousamiablystoicalcompositionlocationsubjectlighting and colorperspective or angleStimulusDissonanceCognitiveEntreatingImploreBeguilinggregariousamiablystoicalSuffix: -ly |
| **Writing Standards** **9-10.W.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.1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
2. . b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
6. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 | Students will need to able to successfully know the difference and how to write explanatory and informative texts. The material they will write needs to be organized because it will be very complicated and complex. | I will write an explanatory/ informative and explanatory text that is neatly organized even though the text maybe complex.  | 6+1 Traits of Writing for EssaysOral Presentations3-2-1 Exit TicketsJournalingAcademic conversationsInvestigative journalismInterviews | **Poetry Collection:** *beware: do not read this poem*  by Ishmael Reed*The Raven* by Edgar Allan Poe*Windigo*  by Louise Erdrich | Independent clauseDependent, or subordinate, clausePreposition, Prepositional phrasesMagical realismTonecompositionlocationsubjectlighting and colorperspective or angle |

**SUBJECT: English II GRADE: 10TH Grade TIMELINE: 2nd Quarter**

**Essential Questions for this Unit Unit 4 All That Glitters pg. 362 CM pg. 31**

1. What do our possessions reveal about us?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **9-10.RL.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **9-10.RL.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. Craft and Structure **9-10.RL.5** Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. | English II explores American literature alongside the historical and social themes that define this nation. Students will understand that the texts studied reflect a variety of human experiences within classes, regions, and generations. Accompanying literature, documents and non-fiction works allow students to explore the relationship between our literary past and modern perspectives | I will gather the correct textual evidence from the text and will correctly cite it to avoid plagiarism.I will analyze the text for multiple central ideas.I will analyze the author’s development of the central idea within the text. | **Formal:**AZM2 ResultsNWEAPearson * Pre- Mid- Post
* Unit
* Selection

Mi Write PEGPresentation RubricsVocabulary Quizzes **Informal:**CLOSE Reading strategySmall group discussionGallery Walks | **Anchor Text (Short Story):***The Necklace* by Guy de Maupassant, translated by Mac Andrew**Anchor Text (Short Story):***Civil Peace* by *Chinua Achebe***Media (Photo Gallery):**Fit for a King: Treasures of Tutankhamun | Informative TextIronySituational ironySurprise endingRefinementSupplenessResplendentHomageGallantriesExquisiteAmenableSurrenderInfluenceBlessingsWindfallInestimableEgyptologyArtifactIconographyContextMaraudingIntemperateDespoiledImagerySensory details |
| **9-10.W.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. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) | Students will need to able to successfully know the difference and how to write explanatory and informative texts. The material they will write needs to be organized because it will be very complicated and complex. | I will write an explanatory/ informative and explanatory text that is neatly organized even though the text maybe complex. | 6+1 Traits of Writing for EssaysOral Presentations3-2-1 Exit TicketsJournalingAcademic conversationsInvestigative journalismInterviews | **Writing to Sources**TG p. 400CharacterAnalysis | SemicolonConjunctive adverbTransitional expressionIronySituational ironySurprise endingTheme SettingHistorical and cultural contextCharactersPlot developmentDescriptionJuxtapositionEgyptologyArtifactIconographyContext |

**SUBJECT: English II GRADE: 10th grade TIMELINE: 3rd Quarter**

**Essential Questions for this Unit Unit 3 Extending Freedoms Reach pg 258 CM pg. 21**

1. What is the relationship between power and freedom?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **Craft and Structure** **9-10.RI.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Integration of Knowledge and Ideas **9-10.RI.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**9-10.RI.9** Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts | English II explores American literature alongside the historical and social themes that define this nation. Students will understand that the texts studied reflect a variety of human experiences within classes, regions, and generations. Accompanying literature, documents and non-fiction works allow students to explore the relationship between our literary past and modern perspectives | I will analyze the author’s development of the rhetoric to advance the point of view or its purpose in the text. I will analyze the argument of the authors claims, to see if it is correct and if it is relevant.  | **Formal:**AZM2 ResultsNWEAPearson * Pre- Mid- Post
* Unit
* Selection

Mi Write PEGPresentation RubricsVocabulary Quizzes **Informal:**CLOSE Reading strategySmall group discussionGallery Walks | **Anchor Text (Speech):***from The “Four Freedoms” Speech* by Franklin D. Roosevelt**Anchor Text (Letter):***Inaugural Address* by John F. Kennedy**Media (Video):***Inaugural Address* by John F. Kennedy | PacificationDisarmamentAppeasement TreacheryPropagandaTyrannyLatin Root –pac-InvectiveBelaboringInvokeBeachheadRevolutionAsunderBeneficentEnvoyInitiativeLead-InClose-Up ShotSlantSabotageInterceptSubversive Latin Prefix:sub-  |
| **Text Types and Purposes** **10.W.1** **9-10.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented | Effective writers cite factual evidence to support their claims when writing informative, persuasive, and explanatory texts. | I will write an argumentative, informative and explanatory text. | 6+1 Traits of Writing for EssaysOral Presentations3-2-1 Exit TicketsJournalingAcademic conversationsInvestigative journalismInterviews |  | Emotional Appeals PersuasionCharged LanguageRestatementRepetitionParallelismAnaphoraAntithesisToneInflectionGestureEnunciationRhetorical DevicesEvidenceAnecdoteProverbExamplesSatireSocial commentaryTonehyperbolecolloquial languageBar Graph Line GraphPie Chart  |

**SUBJECT: English II GRADE: 10th Grade TIMELINE: 4th Quarter**

**Essential Questions for this Unit Unit 5 Virtue and Vengeance pg 492 CM pg. 42**

1. What motivates us to forgive?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| **Key Ideas and Details 9-10.RL.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. Integration of Knowledge and Ideas **9-10.RL.9** Analyze how an author draws on and transforms source material in a specific work | English II explores American literature alongside the historical and social themes that define this nation. Students will understand that the texts studied reflect a variety of human experiences within classes, regions, and generations. Accompanying literature, documents and non-fiction works allow students to explore the relationship between our literary past and modern perspectives | I will analyze how the main protagonist characters change/ develop over the course of the novel. I will analyze how the author takes work that he/she is inspired/ gathers ideas from and transforms it into their own work.  | **Formal:**AZM2 ResultsNWEAPearson * Pre- Mid- Post
* Unit
* Selection

Mi Write PEGPresentation RubricsVocabulary Quizzes **Informal:**CLOSE Reading strategySmall group discussionGallery Walks | **Anchor Text (Drama):***The Tempest* by William Shakespeare**Anchor Text (Poetry):** *En el Jardínde los Espejos Quebrados,* *Caliban Catches a Glimpse of His* *Reflection* by Virgil Suárez*Caliban* by J. P. Dancing Bear | PerfidiousTreacherousUsurpSuffix: –ousTragedyComedyRomanceSupplantSuccessionHeirLatin Prefix: sub-ValiantValourInvulnerable VigilanceLatin Root: val-Dramatic ReadingOpportune Industrious InciteEtymologyPenitentPardonMercifulRectifyLatin root -pen-SwollenScarredCartilageWeltSliverClenchDemocraticInterdependenceCommunalGreek Root Word:kratos |
| **Text Types and Purposes** **9-10.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a**. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **b**. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. **c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing**e.** Provide a concluding statement or section that follows from and supports the argument presented | Effective writers cite factual evidence to support their claims when writing informative, persuasive, and explanatory texts. | I will write an argumentative, informative and explanatory text. | 6+1 Traits of Writing for EssaysOral Presentations3-2-1 Exit TicketsJournalingAcademic conversationsInvestigative journalismInterviews |  | Paraphrasing Blank Verse Iambic PentameterCharacterizationDictionPlotSubplotsDramatic speechesMonologue SoliloquyAsideMotifResolutionEpilogueToneThemeAudienceApostropheRelative clauseRelative pronounsAnecdotes |