CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

ENGLISH II

GRADE 10

Date of Board Approval: April 17, 2014

CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE: English II   **SUBJECT:** English   **GRADE LEVEL:** 10

COURSE LENGTH: One Year   **DURATION:** 50 minutes   **FREQUENCY:** Daily

PREREQUISITES: English I   **CREDIT:** 1.0 credit   **LEVEL:** Options I and II

Course Description/Objectives:

Responding to literature is the major focus of this course. Reinforcement of writing skills is continued through essays of narration, literary analysis, comparison/contrast, journal entries, and composition of a three to five-page research paper. In the study of literature, students recognize author's style through application of literary elements to various genres from different cultures. Presentation of the persuasive speech is introduced. Vocabulary study is an integral part of this course. Although the content is similar, the instructional emphasis and approach in Option I stresses practical application; in Option II the focus is on preparation for college work.

Text:
Elements of Literature: Fourth Course
Lord of the Flies
Animal Farm
A Midsummer Night's Dream
Julius Caesar
Fast Food Nation
House on Mango Street
A Raisin in the Sun
A Separate Peace
How to Read Literature like a Professor
The Bean Trees

Curriculum Writing Committee: Dana Smetana, Jason Griffith, Douglas Hewlett

COURSE TIMELINE

Unit 1: Reader Response (Important)   20 days

Unit 2: Comprehending Short Fiction (Essential)   20 days

Unit 3:   Analyzing Persuasion (Essential)   20 days

Unit 4:   Poetry (Compact)   10 days

Unit 5:   Analyzing Fiction (Essential)   25 days

Unit 6: Academic Research (Argument) (Essential)   20 days

Unit 7: Modern Drama (Important)   10 days

Unit 8: Shakespearean Drama (Essential)   14 days

Unit 9: Grammar (Important)   10 days

Unit 10: Vocabulary (Important)   12 days

TOTAL: 161 days

KNOW, UNDERSTAND, DO

COURSE: English II   **TIME FRAME:** 20 days

UNIT # 1: Reader Response   **GRADE:** 10

STANDARDS:

PA Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.RL.9-10.1	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.A, CC.1.3.9-10.C**
CCSS.ELA-Literacy.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). **CC.1.3.9-10.F, CC.1.3.9-10.H, CC.1.3.9-10.I**
CCSS.ELA-Literacy.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 such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.D**
CCSS.ELA-Literacy.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. **CC.1.5.9-10.A, CC.1.5.9-10.G**
CCSS.ELA-Literacy.SL.9-10.1a	• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **CC.1.5.9-10.G**
CCSS.ELA-Literacy.SL.9-10.1b	• Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **CC.1.5.9-10.G**
CCSS.ELA-Literacy.SL.9-10.1c	• Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **CC.1.5.9-10.C**
CCSS.ELA-Literacy.SL.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. **CC.1.5.9-10.D**

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT # 1: Reader Response

TIME FRAME: 20 days

GRADE: 10

CCSS.ELA-Literacy.SL.9-10.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.9-10.E**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.M, CC.1.4.9-10.O, CC.1.4.9-10.P**
CCSS.ELA-Literacy.W.9-10.3a	• Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**C.C.1.4.9-10.N**
CCSS.ELA-Literacy.W.9-10.3b	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **C.C.1.4.9-10.O**
CCSS.ELA-Literacy.W.9-10.3c	• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **C.C.1.4.9-10.P**
CCSS.ELA-Literacy.W.9-10.3d	• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **C.C.1.4.9-10.O**
CCSS.ELA-Literacy.W.9-10.3e	• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **C.C.1.4.9-10.P**
CCSS.ELA-Literacy.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.) **CC.1.4.9-10.N**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.Q, CC.1.4.9-10.T**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.U**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.U**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.X**
CCSS.ELA-Literacy.L.9-10.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies **C.C.1.3.9-10.I**
CCSS.ELA-Literacy.L.9-10.4a	• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **C.C.1.3.9-10.I**

KNOW, UNDERSTAND, DO

COURSE: English II

TIME FRAME: 20 days

UNIT # 1: Reader Response

GRADE: 10

CCSS.ELA-Literacy.L.9-10.4b	• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
CCSS.ELA-Literacy.L.9-10.4c	• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **C.C.1.3.9-10.I**
CCSS.ELA-Literacy.L.9-10.4d	• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **C.C.1.39-10.I**
CCSS.ELA-Literacy.L.9-10.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **C.C.1.3.9-10.J**
CCSS.ELA-Literacy.L.9-10.5a	• Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **C.C.1.3.9-10.I**
CCSS.ELA-Literacy.L.9-10.5b	• Analyze nuances in the meaning of words with similar denotations. **C.C.1.3.9-10.J**
CCSS.ELA-Literacy.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 when considering a word or phrase important to comprehension or expression. **CC.1.3.9-10.J**

PA Core Standards are noted in boldface.

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT # 1: Reader Response

TIME FRAME: 20 days

GRADE: 10

UNDERSTANDINGS

Fiction addresses universal themes of life, reflects society, and can be used to help us better understand ourselves and our world.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

An oral reading, writing assignment, and a personal narrative booklet of stories.

KNOW	DO
• Explain that reader response involves making a personal connection with the text (the reader determines his/her own relevance of the text) based on culture, personal experience, bias, and preference. • Identify the following strategies for connecting to characters: prior knowledge, stepping into their shoes, summarizing, making connections, synthesizing, questioning, and writer's purpose • Identify strategies for improving oral reading fluency including attention to operative words, punctuation, inflection, and practice. • Explain that authors use figurative language, sensory details, dialogue, and plot elements to create meaning. • Recognize how fiction is inspired by real life issues represented in non-fiction text and how fiction text relates to real life issues (both historical and contemporary).	• Make connections to a text through discussion and writing. • Identify the author's purpose for writing a text. • Read non-fiction articles related to themes and current events. • Analyze the effectiveness of figurative language, sensory details, dialogue, and plot elements. • Evaluate the effect of word choice on a text. • Participate in class and small group discussions to analyze text. • Write an analysis of an assigned vignette or text selection. • Perform a dramatic reading of a text to reflect characterization. • Write narratives that exhibit personal voice through the use of figurative language, sensory details, and plot elements.

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT # 2: Comprehending Short Fiction

TIME FRAME: 20 days

GRADE: 10

STANDARDS:

PA Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.I, CC.1.3.9-10.K**
CCSS.ELA-Literacy.RL.9-10.1	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.C**
CCSS.ELA-Literacy.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). **CC.1.3.9-10.F, CC.1.3.9-10.I**
CCSS.ELA-Literacy.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 such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.D**
CCSS.ELA-Literacy.L.9-10.5a	• Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **CC.1.3.9-10.J**
CCSS.ELA-Literacy.L.9-10.5b	• Analyze nuances in the meaning of words with similar denotations. **CC.1.3.9-10.J**
CCSS.ELA-Literacy.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 when considering a word or phrase important to comprehension or expression. **CC.1.3.9-10.J**

KNOW, UNDERSTAND, DO

COURSE: English II

TIME FRAME: 20 days

UNIT # 2: Comprehending Short Fiction

GRADE: 10

UNDERSTANDINGS
Short literary texts demonstrate style and craftsmanship. Readers can respond analytically to texts when they understand the author's intentional choice of tools such as word choice, point of view, and structure. Readers bring comprehension strategies that enable them to analyze meaning. Discussion can clarify or extend interpretation.
COMMON ASSESSMENTS/CULMINATING ACTIVITY
Teacher generated short story test with cold readings

KNOW	DO
- Identify and define conventions used in fiction: - Setting and plot (flashback, foreshadowing, conflict, suspense, mood) - Character (traits, characterization, motivation, types) - Narrator and voice (point of view, persona, tone, diction) - Symbolism and irony (allegory – fables and parables, irony – verbal, situational, and dramatic) - Identify and apply strategies to understand fiction: Making inferences and generalizations, making connections, questioning, predicting, visualizing, drawing conclusions, monitoring reading, compare and contrast, historical context, understanding cause and effect, writer's purpose, and analyzing details	- Read short fiction in a variety of groupings. (whole class, small group, individual) - Apply reading strategies to increase reading comprehension. - Make personal connections. (text to self, text to text, text to world) - Annotate important literary conventions. - Analyze a piece of fiction based on various literary conventions: setting, plot, character, symbolism, irony, narrator, and voice. - Evaluate author's choices of literary conventions in short stories. - Discuss the author's application of literary conventions in selected texts. - Demonstrate an understanding of literary conventions on teacher generated short story test with cold readings.

KNOW, UNDERSTAND, DO

COURSE: English II

TIME FRAME: 20 days

UNIT # 3: Analyzing Persuasion

GRADE: 10

STANDARDS:

PA Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.RL.9-10.1	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.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). **CC.1.3.9-10.E**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.G**
CCSS.ELA-Literacy.W.9-10.1a	• 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. **CC.1.4.9-10.H**
CCSS.ELA-Literacy.W.9-10.1b	• 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. **CC.1.4.9-10.I**
CCSS.ELA-Literacy.W.9-10.1c	• 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. **CC.1.4.9-10.J**
CCSS.ELA-Literacy.W.9-10.1d	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.K**
CCSS.ELA-Literacy.W.9-10.1e	• Provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.9-10.J**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.J**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.L**

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT # 3: Analyzing Persuasion

TIME FRAME: 20 days

GRADE: 10

CCSS.ELA-Literacy.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. **CC.1.5.9-10.B**
CCSS.ELA-Literacy.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. **CC.1.5.9-10.B**
CCSS.ELA-Literacy.W.9-10.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.5.9-10.B**
CCSS.ELA-Literacy.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.**C.C.1.4.9-10.S**
CCSS.ELA-Literacy.SL.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. **CC.1.5.9-10.B, CC.1.5.9-10.D**
CCSS.ELA-Literacy.SL.9-10.5	• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **CC.1.5.9-10.B, CC.1.5.9-10.F**
CCSS.ELA-Literacy.SL.9-10.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.9-10.E**
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.9-10.L, CC.1.5.9-1.G**
CCSS.ELA-Literacy.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. **CC.1.5.9-10.C**
CCSS.ELA-Literacy.RI.9-10.1	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **C.C.1.2.9-10.B**
CCSS.ELA-Literacy.RI.9-10.2	• 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. **C.C.1.2.9-10.A**
CCSS.ELA-Literacy.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. **C.C.1.2.9-10.C**
CCSS.ELA-Literacy.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). **C.C.1.2.9-10.F**
CCSS.ELA-Literacy.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). **C.C.1.2.9-10.H**

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT # 3: Analyzing Persuasion

TIME FRAME: 20 days

GRADE: 10

CCSS.ELA-Literacy.RI.9-10.6	• 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. **C.C.1.2.9-10.D**
CCSS.ELA-Literacy.RI.9-10.7	• Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **C.C.1.2.9-10.G**
CCSS.ELA-Literacy.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. **C.C.1.2.9-10.H**
CCSS.ELA-Literacy.RI.9-10.9	• Analyze seminal U.S. 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"), including how they address related themes and concepts. **C.C.1.2.9-10.I**

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT # 3: Analyzing Persuasion

TIME FRAME: 20 days

GRADE: 10

UNDERSTANDINGS
Persuasive writing and speaking are powerful appeals to encourage others to appreciate a different point of view, change their way of thinking, and/or to take action. Whether it is found in commercials, advertisements, political speeches, or everyday conversation, persuasion has common elements. It involves emotional and logical arguments that are supported by facts, details, or emotional appeals. Additionally, the way a writer delivers a speech contributes greatly to whether or not an audience agrees.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
A persuasive speech written and delivered by the student

KNOW	DO
- Identify and define: satire, allegory, propaganda, irony, allusion, character, theme, symbolism, foreshadowing, and context. - Define elements of rhetoric. (ethos, logos, and pathos) - Define the following propaganda techniques: - Bandwagon - Fear - Emotional appeal - Plain folks - Glittering generalities - Transfer - Testimonial - Card stacking - Identify rhetorical questions, allusions, repetition, and metaphors as persuasive literary devices.	- Identify propaganda techniques in various speeches and in speeches embedded in fictional texts. - Evaluate the impact of persuasive literary devices in various speeches and in speeches embedded in fictional texts. - Evaluate the use of elements of rhetoric, propaganda techniques, and literary elements in various speeches and in speeches embedded in fictional texts. - Explain how a text can function as an allegory. - Explain how literature is used as social criticism. - Compare and contrast themes, literary elements, devices and structures between texts. (speeches) - Write a persuasive speech that utilizes elements of rhetoric and propaganda. - Deliver a persuasive speech.

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #4: Poetry

TIME FRAME: 10 days

GRADE: 10

STANDARDS:

PA Core Standards:

CCSS.ELA-Literacy.RL.9-10.1	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.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). **CC.1.3.9-10.F, CC.1.3.9-10.I**
CCSS.ELA-Literacy.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 such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.L.9-10.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.3.9-10.F**
CCSS.ELA-Literacy.L.9-10.5b	• Analyze nuances in the meaning of words with similar denotations. **CC.1.3.9-10.F**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.A**
CCSS.ELA-Literacy.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). **CC.1.3.9-10.F, CC.1.3.9-10.I**
CCSS.ELA-Literacy.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 such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.A**
CCSS.ELA-Literacy.W.9-10.2a	• 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. **CC.1.4.9-10.B**
CCSS.ELA-Literacy.W.9-10.2b	• 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. **CC.1.4.9-10.C**

KNOW, UNDERSTAND, DO

COURSE: English II

TIME FRAME: 10 days

UNIT #4: Poetry

GRADE: 10

CCSS.ELA-Literacy.W.9-10.2c	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2d	• Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2f	• 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). **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.A**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.T**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.U**
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.9-10.F**
CCSS.ELA-Literacy.SL.9-10.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.9-10.E**

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #4: Poetry

TIME FRAME: 10 days

GRADE: 10

UNDERSTANDINGS

Poetry is fundamentally different than prose. In order to fully understand and enjoy poetry, it must be read on both a reader response level and an analytical level. Poetry must be heard as well as read to get a full understanding and appreciation.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Oral recitation of a poem and a written literary analysis of a poem

---

KNOW

- Identify and define sound techniques. (e.g. alliteration, rhyme, onomatopoeia, assonance, and consonance)
- Describe figurative language as language that cannot be interpreted literally, and as language that is written to create a special effect or feeling.
- Define and identify personification, metaphor, simile, hyperbole, and symbol.
- Describe strategies for delivering engaging recitations of poetry. (e.g. enunciation, projection, dramatization, physical presence, inflection, and fluency)

DO

- Examine how authors use literary devices in poems.
- Make connections between traditional poetic forms and contemporary forms. (song lyrics, black out poems, slam poetry)
- Make connections between poetry and real life experiences.
- Interpret and recite poems using effective strategies.
- Discuss and write about a poem to extend understanding.
- Write a literary analysis of a poem.

KNOW, UNDERSTAND, DO

COURSE: English II
UNIT #5: Analyzing Fiction

TIME FRAME: 25 days
GRADE: 10

STANDARDS:	
PA Core Standards:	
CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.3.9-10K**
CCSS.ELA-Literacy.RL.9-10.1	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.A, CC.1.3.9-10.C, CC.1.3.9-10.H**
CCSS.ELA-Literacy.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). **CC.1.3.9-10.F, CC.1.3.9-10.I**
CCSS.ELA-Literacy.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 such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.W.9-10.2a	• 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. **CC.1.4.9-10.A**
CCSS.ELA-Literacy.W.9-10.2b	• 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. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2c	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2d	• Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2f	• 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). **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.B, CC.1.4.9-10.E**

KNOW, UNDERSTAND, DO

COURSE: English II   **TIME FRAME:** 25 days

UNIT #5: Analyzing Fiction   **GRADE:** 10

CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.T**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.U**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.W**
CCSS.ELA-Literacy.W.9-10.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.9-10.**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.X**
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.3.9-10.J, CC.1.4.9-10.F**
CCSS.ELA-Literacy.L.9-10.3	• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #5: Analyzing Fiction

TIME FRAME: 25 days

GRADE: 10

UNDERSTANDINGS

Extended fictional texts provide insights into universal themes, dilemmas, and the social, political, and historical realities of the world. Literary texts represent complex stories that reflect the thoughts and actions of human beings. Life therefore shapes literature and literature shapes life. Literary criticism helps readers understand a text.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

A formal literary analysis about a fiction text.

KNOW

- Identify irony, allusion, character, theme, symbolism, foreshadowing, flashback, context as devices that an author uses to layer meaning.
- Recognize that double-entry journals, annotating, and close reading assist readers in interpreting texts.
- Recognize that reading literary criticism and non-fiction serves to inform the reading of a fictional text.

DO

- Annotate while reading.
- Create double entry journals while reading to interpret theme, symbolism, archetypes, and characterization.
- Read literary criticism to inform reading of a text. (Gale sources, *How to Read Literature like a Professor*, and other non-fiction pieces)
- Use textual evidence to support opinions during a discussion.
- Elaborate on and/or refine opinions of others during class discussion.
- Track persistent elements throughout the novel citing textual support.
- Write an analytical essay about literature. (student-selected topic)

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #6: Academic Research (Argument)

TIME FRAME: 20 days

GRADE: 10

STANDARDS:	
Common Core Standards:	
CCSS.ELA-Literacy.RI.9-10.1	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.2.9-10.B**
CCSS.ELA-Literacy.RI.9-10.2	• 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. **CC.1.2.9-10.A**
CCSS.ELA-Literacy.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. **CC.1.2.9-10.C**
CCSS.ELA-Literacy.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). **CC.1.2.9-10.F**
CCSS.ELA-Literacy.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). **CC.1.2.9-10.E**
CCSS.ELA-Literacy.RI.9-10.6	• 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. **CC.1.2.9-10.D**
CCSS.ELA-Literacy.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. **CC.1.2.9-10.H**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.G**
CCSS.ELA-Literacy.W.9-10.1a	• 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. **CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J**
CCSS.ELA-Literacy.W.9-10.1b	• 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. **CC.1.4.9-10.I**
CCSS.ELA-Literacy.W.9-10.1c	• 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. **CC.1.4.9-10.K**
CCSS.ELA-Literacy.W.9-10.1d	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.K**
CCSS.ELA-Literacy.W.9-10.1e	• Provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.9-10.J**

KNOW, UNDERSTAND, DO

COURSE: English II

TIME FRAME: 20 days

UNIT #6: Academic Research (Argument)

GRADE: 10

CCSS.ELA-Literacy.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. **CC.1.4.9-10.A**
CCSS.ELA-Literacy.W.9-10.2a	• 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. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2b	• 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. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2c	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2d	• Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2f	• 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). **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.B**, **CC.1.4.9-10.H**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.T**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.U**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.V**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.W**
CCSS.ELA-Literacy.W.9-10.9b	• Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "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").

KNOW, UNDERSTAND, DO

COURSE: English II   **TIME FRAME:** 20 days

UNIT #6: Academic Research (Argument)   **GRADE:** 10

CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.1a	• Use parallel structure. **CC.1.4.9-10.E, CC.1.4.9-10.K**
CCSS.ELA-Literacy.L.9-10.1b	• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **CC.1.4.9-10.E, CC.1.4.9-10.K**
CCSS.ELA-Literacy.L.9-10.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2a	• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2b	• Use a colon to introduce a list or quotation. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2c	• Spell correctly. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.SL.2	• Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally evaluating the credibility and accuracy of each source. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.L.9-10.2a	• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2b	• Use a colon to introduce a list or quotation. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2c	• Spell correctly. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.SL.2	• Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally evaluating the credibility and accuracy of each source. **CC.1.4.9-10.C**

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #6: Academic Research (Argument)

TIME FRAME: 20 days

GRADE: 10

UNDERSTANDINGS
Writing is a tool for thinking and problem solving. In order to create new understandings, engaging in the process of independent and shared inquiry is essential. Research writing follows a logical process that is applicable in college course work and in the workplace.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Academic Persuasive Research paper

KNOW	DO
- Identify facts, opinions, and bias in pieces of writing. - Define currency, accuracy, authority objectivity and coverage as means to differentiate between reliable and unreliable sources. - Define and describe how to paraphrase, use direct quotations summarize, and annotate. - List and define the elements of a research paper. (introduction, thesis, body paragraphs, conclusion, addressing the opposition, citations, quotations) - Distinguish between bibliographies and works cited. - Explain that note cards are a tool writers use to organize and balance their research. - Identify the function of an outline as an organizational skeleton. - Describe revision as a necessary step in the writing process that improves the quality of the writing.	- Select topic to research. - Write questions to guide research of chosen topic. - Evaluate the reliability of sources using currency, accuracy, authority, objectivity, and coverage. - Utilize online databases in order to find reliable sources. - Determine sources that are relevant to topic. - Filter sources and information to support an argument. - Create an annotated bibliography. - Write a thesis statement including topic, position, and preview of support. - Create a working outline. - Properly paraphrase a quotation. - Use textual evidence to support opinions. - Integrate evidence from external sources into writing. - Elaborate on and/or refine opinions of others. - Create a rough draft utilizing parenthetical citations. - Explain and integrate textual evidence that supports the thesis. - Write a properly-formatted and completed works cited. - Revise and edit rough draft to create a publishable final copy.

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #7: Modern Drama

TIME FRAME: 10 days

GRADE: 10

STANDARDS:	

PA Core Standards:	
CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.RL.9-10.1	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.C**
CCSS.ELA-Literacy.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). **CC.1.3.9-10.F**
CCSS.ELA-Literacy.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 such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.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 treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
CCSS.ELA-Literacy.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. **CC.1.4.9-10.A**
CCSS.ELA-Literacy.W.9-10.2a	• 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. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2b	• 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. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2c	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2d	• Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.49-10.E**
CCSS.ELA-Literacy.W.9-10.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.49-10.E**

KNOW, UNDERSTAND, DO

COURSE: English II

TIME FRAME: 10 days

UNIT #7: Modern Drama

GRADE: 10

CCSS.ELA-Literacy.W.9-10.2f	• 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). **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.B**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **C.C.4.9`10.T**
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**C.C.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2c	• Spell correctly. **C.C.1.4.9-10.L**

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #7: Modern Drama

TIME FRAME: 10 days

GRADE: 10

UNDERSTANDINGS
In order to fully comprehend drama, a reader must have knowledge of the historical social, cultural and political context, as well as script notation and conventions.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Compare Contrast essay
Essay comparing and contrasting a play and a film adaptation

KNOW	DO
- Identify the historical, social, political, cultural contexts of a drama/play. - Define drama as a composition in prose or verse that is intended to be performed on a stage. - Explain how the strategies required to read a play differ from those required to read a novel. - Identify the features of a modern tragic hero. - Average, everyday person - Main character/protagonist - Misfortune by "some error in judgment" - "Crime" doesn't equal the punishment - Fatal flaw: excessive pride - Tempted by a trickster or devil figure - Enlightenment or revelation-dramatic change in view of life - Identify the features of a tragicomedy. - Elements from comedy and tragedy - Plot begins with tragic implications - Expected catastrophe is avoided - Surprising reversal of fortune - Common subject-love, characters that cut across social classes	- Analyze how historical, social, political, cultural contexts influence the content of a drama. - Evaluate the use of symbolism in a drama. - Analyze the author's inspiration from and connection to another text. - Cite evidence supporting the features of a character that would reveal him/her to be a modern tragic hero. - Evaluate text evidence to determine if a play is tragicomedy. - Evaluate the effectiveness of a film adaptation of a drama. - Write an essay comparing and contrasting a play and a film adaptation of the play.

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #8: Shakespearean Drama

TIME FRAME: 14 days

GRADE: 10

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.9-10.1	• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.C**
CCSS.ELA-Literacy.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). **CC.1.3.9-10.F**
CCSS.ELA-Literacy.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 such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.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 **CC.1.3.9-10.D**
CCSS.ELA-Literacy.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 treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **CC.1.3.9-10.G**
CCSS.ELA-Literacy.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). **CC.1.3.9-10.H**
CCSS.ELA-Literacy.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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.9-10.E**

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #8: Shakespearean Drama

TIME FRAME: 14 days

GRADE: 10

UNDERSTANDINGS
Plays are written to be performed, and Shakespeare's plays are formulaic in nature.
COMMON ASSESSMENTS/CULMINATING ACTIVITY Performance of a scene from *A Midsummer Night's Dream*

KNOW	DO
- Explain that an author's use of allusions creates connections to history and other literature. - Identify and define performance vocabulary: projection, enunciation, pronunciation. - Define blocking, script notation, cue, dialogue, characterization, script, monologue, soliloquy, and aside. - Identify the elements of a Shakespearean comedy. - Role reversal, mistaken identity - Complex plots - Happy ending - Magical/supernatural elements - Romance/love - Clever word play, metaphors, and insults	- Apply an understanding of allusions to the context of a play. - Cite textual evidence that supports the elements of a Shakespearean comedy. - Watch multiple film versions of the same scene and evaluate the effectiveness of production choices in relationship to the text. - Collaborate to decide how to stage a scene. - Explore different ways to interpret characterization. - Perform a scene from a Shakespearean play in order to reflect meaning and subtext.

KNOW, UNDERSTAND, DO

COURSE: English II

UNIT #9: Grammar

TIME FRAME: 10 days

GRADE: 10

STANDARDS:

PA Core Standards:

CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.1a	• Use parallel structure. **1.4.9-10.Q**
CCSS.ELA-Literacy.L.9-10.1b	• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **1.4.9-10.Q**
CCSS.ELA-Literacy.L.9-10.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2a	• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2b	• Use a colon to introduce a list or quotation. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2c	• Spell correctly. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.3	• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **1.4.9-10.Q**
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.F, CC.1.4.9-10.L, CC.1.4.9-10.R**

KNOW, UNDERSTAND, DO

COURSE: English II

TIME FRAME: 10 days

UNIT #9: Grammar

GRADE: 10

UNDERSTANDINGS
Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.
Notes : Grammar and language concepts are taught most effectively in the context reading and writing. A limited amount of stand-alone instruction may be necessary. Statements in **boldface** are areas of emphasis for option I.

KNOW

- Identify semi-colons and colons and their function in integrating different types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent and dependent) into writing.
- Identify parallel structure.
- **Recognize the conventions of standard written English (capitalization, punctuation, and spelling).**
- **Identify fragmented and run-on sentences.**
- **Distinguish among different types of sentences.**
- Recognize the impact of different types of verbs on both content and structure in writing.
- **Recognize that subjects and verbs must agree with one another**.
- Identify the function of a pronoun in the proper case (nominative, possessive, objective).
- Recognize that pronouns and antecedents must agree.
- Identify different types of phrases (verbals, prepositional, appositives).
- Identify misplaced modifiers.
- Distinguish consciously between active and passive voice.
- **Identify all components of correct MLA formatting in a piece of writing.**
- **Understand the literary present tense.**

DO

- Integrate correct punctuation to write phrases and clauses that effectively communicate with the reader.
- Integrate parallel structure to strengthen a message and its effect.
- Analyze effectiveness of phrases and clauses within different types of writing.
- Use knowledge of sentence patterns (S-V, S-V-DO, S-V-IO-DO, S-LV-PA, S-LV-PN) to analyze own writing and write clear, varied, and correctly-punctuated sentences.
- **Use different kinds of sentences (simple, complex, compound).**
- **Use different kinds of verbs (actions, linking) to enhance writing.**
- Integrate different pronoun cases in writing.
- Use correct pronouns to agree with antecedents.
- Integrate phrases (verbals, prepositional, appositives) in writing.
- Correct misplaced modifiers.
- Apply active and passive voice appropriately when writing.
- Analyze the use of active and passive voice in texts.
- **Correctly use and punctuate with MLA formatting in writing (headings, pagination, quotations and citations, works cited).**
- **Integrate the literary present tense when writing about literature.**
- **Edit and revise writing.**

KNOW, UNDERSTAND, DO

COURSE: English II

TIME FRAME: 12 days

UNIT #10: Vocabulary   (units are taught throughout the year)

GRADE: 10

STANDARDS:

PA Core Standards:

CCSS.ELA-Literacy.L.9-10.4	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. **C.C.1.2.9-10.J, C.C.1.2.9-10.K, C.C.1.3.9-10.I**
CCSS.ELA-Literacy.L.9-10.4a	• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **C.C.1.2.9-10.K, C.C.1.3.9-10.I**
CCSS.ELA-Literacy.L.9-10.4b	• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
CCSS.ELA-Literacy.L.9-10.4c	• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **C.C.1.2.9-10.K, C.C.1.3.9-10.I**
CCSS.ELA-Literacy.L.9-10.4d	• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **C.C.1.2.9-10.K, C.C.1.3.9-10.I**

UNDERSTANDINGS

Vocabulary knowledge is fundamental for learning and effective communication. Exposure to a wide variety of texts enriches and expands one's spoken and written vocabulary.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit tests and quizzes

KNOW	DO
• Define synonym, antonym, context clues, verb tense, connotation, and denotation. • Explain how affixes impact word meaning. • Describe how context clues can be used to determine meaning. • Explain how an author's usage of a word determines meaning. • Identify related words.(same words different parts of speech)	• Read, view, and listen to a variety of texts to acquire new vocabulary. • Use context clues to determine the meaning of unfamiliar vocabulary. • Consult print and digital reference materials to find the pronunciation of a word or determine or clarify its meaning or its part of speech. • Analyze the connotations of words with similar definitions.

Language and Grammar Scope and Sequence

Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

- Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.
- Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.
- Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.
- Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.

I= Instruct B= Build S= Strengthen M= Maintain							
Parts of Speech	6	7	8	9	10	11	12
Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.	I	B	S	M	M	M	M
Identify prepositions, conjunctions, and interjections in sentences and describe their functions.		I	B	S	M	M	M
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			I	B	S	M	M
Form and use verbs in active and passive voice.			I	B	S	M	M
Sentence Building	6	7	8	9	10	11	12
Identify the four types of sentences in texts and use them in writing. (statement, question exclamation, command)	S	M	M	M	M	M	M
Identify the subject and predicate of a sentence.	I	B	S	M	M	M	M
Identify and correct fragments in writing. (unless they are used for effect)	I	B	S	M	M	M	M
Identify and correct run-on sentences in writing.	I	B	S	M	M	M	M
Identify and use different sentence patterns in writing. (Grade 6- S-V, S-V-DO, S-V- IO-DO only)	I	I	B	S	S	M	M
Identify prepositional phrases and appositives in sentences and place them appropriately in sentences when writing.		I	B	S	M	M	M
Explain the functions of participles, infinitives, and gerunds.			I	B	S	M	M
Use phrases (verbals, appositives, prepositional) to write effectively.			I	B	S	M	M
Define and identify dependent and independent clauses.		I	B	S	M	M	M
Identify simple, compound, and complex sentences in texts and use them in writing.		I	B	S	M	M	M
Analyze the structure of sentences though diagrams or graphic organizers. (sentences from texts read and students' writing)	I	B	S	M	M	M	M

I= Instruct B= Build S= Strengthen M= Maintain							
Usage	6	7	8	9	10	11	12
Categorize pronouns as subjective, objective, and possessive.	I	B	S	M	M	M	M
Use intensive pronouns correctly. (e.g. myself, ourselves)	I	B	S	M	M	M	M
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	I	B	S	M	M	M	M
Recognize that pronouns and antecedents must agree in number and person.	I	B	S	S	M	M	M
Recognize that subjects and verbs must agree with each other.	I	B	S	S	M	M	M
Use adverbs and adjectives correctly. (e.g. good/well)	B	S	S	M	M	M	M
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately)	I	B	S	S	M	M	M
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	S	S	M	M	M	M	M
Maintain verb tense (past, present, future) throughout a piece of writing.		I	B	S	M	M	
Recognize and correct inappropriate shifts in verb voice and mood.			I	B	S	M	M
Use parallel structure.				I	B	S	M
Resolve usage issues by consulting references.	I	B	B	S	M	M	M
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				I	B	S	M
Mechanics	6	7	8	9	10	11	12
Spelling							
Spell frequently used words correctly.	S	S	M	M	M	M	M
Consult electronic and print references to correct spelling.	B	S	S	M	M	M	M
Use spell-check on word-processed documents.	I	B	S	M	M	M	M
Eliminate spelling errors during the editing phase of formal writing assignments.	I	B	S	M	M	M	M

I= Instruct B= Build S= Strengthen M= Maintain							
Mechanics (continued)	6	7	8	9	10	11	12
Capitalization							
Capitalize the first word in a sentence.	S	M	M	M	M	M	M
Capitalize proper nouns.	S	M	M	M	M	M	M
Capitalize "Mom, Dad…" when used as proper nouns.	I	B	S	M	M	M	M
Capitalize words in titles correctly.	I	B	S	M	M	M	M
Consult references to correct capitalization.	I	B	S	M	M	M	M
Punctuation	6	7	8	9	10	11	12
Use correct end of sentence punctuation.	S	M	M	M	M	M	M
Use apostrophes for contractions and possessives.	B	S	M	M	M	M	M
Use commas to separate items in a series.	S	M	M	M	M	M	M
Use commas to set off nonrestrictive/parenthetical elements in a sentence	I	B	S	M	M	M	M
Use commas to separate coordinate adjectives.		I	B	S	M	M	M
Use commas before coordinator in compound sentences.	I	B	S	M	M	M	M
Use commas to around interrupters(appositives, direct address, interjections)		I	B	S	M	M	M
Distinguish and divide main and subordinate clauses using commas and semi-colons.				I	B	S	M
Use quotation marks and correct punctuation to mark dialogue.	B	B	S	M	M	M	M
Correctly punctuate quotations integrated into an essay.			I	B	S	M	M
Use semicolons to join independent clauses with or without conjunctive adverbs.			I	B	S	M	M
Use colons to introduce a list or a quotation.				I	B	S	M
Use a comma, ellipsis, or dash to indicate a pause or break.				I	B	S	M
Use an ellipsis to indicate an omission.				I	B	S	M
Observe hyphenation conventions.						I	S	M
Consult references to correct punctuation.	I	B	S	M	M	M	M
Formatting							
Indent or double space paragraphs.	S	S	M	M	M	M	M
Use MLA formatting for header, font and font size, margins, spacing, pagination, citations, and works cited.		I	B	S	S	M	M

I= Instruct B= Build S= Strengthen M= Maintain							
Style/Rhetoric	6	7	8	9	10	11	12
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	I	B	S	M	M	M	M
Maintain a consistent point of view within a piece of writing.		I	B	S	M	M	
Maintain consistency in style and tone.	I	B	S	M			
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			I	B	S	M	M
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				I	B	S	M
Vary sentence patterns for meaning, style, and reader interest.	I	B	S	M	M	M	M
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		I	B	S	M	M	M
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		I	B	S	M	M	M
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			I	B	S	M	M

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)