

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NCV01002.1	Grade Level	10
Course Name	English II Sem 1	# of Credits	0.5
SCED Code	01002G0.5012	Curriculum Type	Odysseyware

### COURSE DESCRIPTION

*In English II Students will gain valuable cultural insight as they read and write about works depicting the social, personal, religious, and political struggles and triumphs faced by people all over the world and all through history. Students will continue to build their literacy skills by engaging in active reading, composition, speaking and listening activities, vocabulary study, and focused research projects. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. As a result of the reading, writing, speaking, and listening students will do in this course, they will continue to develop their understanding of effective communication, as well as gain a broader perspective of literature.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets"</a>
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.
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.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.8	(Not applicable to literature)

RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10	By the end of grade 9, 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. 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.
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.
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.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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.
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.
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.
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.
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.a	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.
W.9-10.1.b	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.
W.9-10.1.c	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.

W.9-10.1.d	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.
W.9-10.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2.a	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.
W.9-10.2.b	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.
W.9-10.2.c	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.
W.9-10.2.d	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2.f	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).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3.a	a. 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.
W.9-10.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
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.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9.a	a. Apply grades 9–10 Reading standards to literature (e.g., “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]”).
W.9-10.9.b	b. 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”).
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.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.1.a	a. 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.
SL.9-10.1.b	b. 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.
SL.9-10.1.c	c. 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.
SL.9-10.1.d	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL.9-10.4	Present 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.
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.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.a	a. Use parallel structure.

L.9-10.1.b	b. 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.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.2.a	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2.b	b. Use a colon to introduce a list or quotation.
L.9-10.2.c	c. Spell correctly.
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.
L.9-10.3.a	a. 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.
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.
L.9-10.4.a	a. 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.
L.9-10.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.4.c	c. 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.
L.9-10.4.d	d. 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).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5.a	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b	b. Analyze nuances in the meaning of words with similar denotations.
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.

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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<p>Unit 1: Coming of Age</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 1. Students may view the overview but have no exercises to complete.</p>	<p>Students will examine works that reflect the universal theme of crossing the threshold into maturity, analyzing literary elements such as theme, motif, rhetoric, and archetypes, as well as the impact of author background and culture.</p> <p>Improving reading skills: analysis, evaluation, interpretation</p> <p>Identifying explicit and implicit meaning in a variety of genres</p> <p>Analyzing historical and cultural context and source material and their effect on meaning</p> <p>Analyzing literary elements: character, conflict, theme, narrative/poetic structure, point of view, irony, allusion</p> <p>Analyzing language: figurative language, imagery, mood, tone, rhetoric, connotation, nuance in meaning</p> <p>Improving writing skills:</p> <p>Explanatory: responding to literature, developing a thesis, supporting a thesis, creating an outline, using the writing process</p> <p>Participating in speaking and listening activities: listening and analyzing speeches, collaborating with peers</p> <p>Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
<p>"THROUGH THE TUNNEL": CULTURAL TRADITIONS AND PREREADING</p>	<p>RL.9-10.7 RI.9-10.6 RL.9-10.6</p>	<p>Analyze the representation of a subject.</p> <p>Determine and analyze point of view or purpose in nonfiction.</p> <p>Explore point of view and cultural experience in literature from around the world.</p>

<p>"THROUGH THE TUNNEL": SETTING, POINT OF VIEW, CONFLICT</p>	<p>RL.9-10.5 RL.9-10.3 RL.9-10.3 RL.9-10.2</p>	<p>Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor. Analyze the interaction of characters and how this interaction advances the plot in a literary work. Analyze the motives, qualities, and contradictions of a character in a literary work. Consider how characterization develops theme in a literary work. Identify and examine specific details that shape and refine a theme.</p>
<p>"THROUGH THE TUNNEL": DENOTATIVE AND CONNOTATIVE MEANING</p>	<p>RL.9-10.5 RL.9-10.4 L.9-10.4</p>	<p>Analyze how language evokes a sense of time and place in literature. Determine the figurative and connotative meaning of words and phrases in context. Use strategies such as analyzing word parts and context to determine the meaning of unknown and multiple meaning words and phrases.</p>
<p>QUIZ: "THROUGH THE TUNNEL"</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"THE CARP": ANCIENT AND MODERN CHINESE POETRY</p>	<p>RL.9-10.1 RL.9-10.2 RL.9-10.2 RL.9-10.4</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning. Identify and examine specific details that shape and refine a theme. Offer insightful inferences regarding themes. Determine the figurative and connotative meaning of words and phrases in context.</p>
<p>"SIXTEEN": ELEMENTS OF A SHORT STORY</p>	<p>RL.9-10.2 RL.9-10.5 L.9-10.5 RL.9-10.6</p>	<p>Offer insightful inferences regarding themes. Analyze how language evokes a sense of time and place in literature. Identify and analyze allusion in literature. Analyze point of view and how it shapes meaning in literature.</p>

<p>"A DECADE": CULTURE AND THEME</p>	<p>RL.9-10.6 RL.9-10.4 RL.9-10.3 RL.9-10.2 L.9-10.4 SL.9-10.1a SL.9-10.1b</p>	<p>Explore point of view and cultural experience in literature. Analyze tone in literature. Analyze the motives, qualities, and contradictions of a character in a literary work. Analyze the development of a theme over the course of a text. Determine or clarify the meaning of unknown and multiple-meaning words. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively. Prepare for a collaborative discussion by setting goals, defining roles, and taking notes.</p>
<p>PROJECT: COMPARE AND CONTRAST LITERARY ANALYSIS -- "SIXTEEN" AND "THROUGH THE TUNNEL"</p>	<p>W.9-10.2 W.9-10.2 W.9-10.2b W.9-10.5</p>	<p>Write a close literary analysis comparing tone in two or more works of fiction. Create clear, original, specific thesis statements. Organize concrete evidence and supporting textual details to support a thesis statement. Use the writing process to develop and strengthen writing focusing, especially on the revising stage.</p>
<p>QUIZ: POETRY AND SHORT STORY</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>USING CLAUSES AND PHRASES</p>	<p>L.9-10.1b L.9-10.1b</p>	<p>Identify types of sentence clauses. Use clauses to add variety and interest to writing and speaking.</p>
<p>"A WEDDING GIFT": CHARACTER AND THEME</p>	<p>RL.9-10.1 RL.9-10.3 RL.9-10.3</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning. Analyze the motives, qualities, and contradictions of a character. Consider how characterization develops theme in a literary work.</p>



<p>THE STORY OF MY EXPERIMENTS WITH TRUTH: LITERARY NONFICTION</p>	<p>RI.9-10.2 RI.9-10.2 SL.9-10.1 SL.9-10.3 L.9-10.4a</p>	<p>Analyze supporting details in a work of literary nonfiction. Trace the development of an idea or argument in literary nonfiction. Discuss key ideas with classmates to form conclusions. Analyze an author's use of rhetoric to advance point of view or purpose in literary nonfiction. Determine the meaning of words and phrases in context.</p>
<p>THE STORY OF MY EXPERIMENTS WITH TRUTH: WORD PARTS AND CONNOTATION</p>	<p>RL.9-10.5 RL.9-10.4 L.9-10.4</p>	<p>Analyze how language evokes a sense of time and place. Determine the figurative and connotative meaning of words and phrases in context. Use strategies such as analyzing word parts and context to determine the meaning of unknown and multiple meaning words and phrases.</p>
<p>"THERE WAS A CHILD WENT FORTH": FORM AND STRUCTURE</p>	<p>RL.9-10.1 RL.9-10.2 RL.9-10.4 L.9-10.5 RL.9-10.5</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning. Identify and examine specific details that shape and refine a theme. Analyze tone in poetry. Identify and analyze figurative language in poetry. Analyze poetic devices, including stanza form, rhyme scheme, meter, and sound to determine meaning.</p>
<p>RHETORIC AND TONE IN SPEECHES</p>	<p>RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.6</p>	<p>Summarize the central idea in a work of literary nonfiction. Analyze and evaluate the way in which an author develops his or her ideas. Analyze the cumulative impact of word choice on meaning and tone. Evaluate a speaker's point of view.</p>
<p>QUIZ: WORDS AND STRUCTURE</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>

<p>A MIDSUMMER NIGHT'S DREAM, ACT I: LITERARY DEVICES</p>	<p>RL.9-10.9 RL.9-10.1 RL.9-10.3 L.9-10.5b RL.9-10.5</p>	<p>Analyze how an author draws on and transforms source material in a specific work.  Cite strong and thorough textual evidence to support explicit and inferential meaning.  Analyze the interaction of characters and how this interaction advances the plot.  Understand and analyze how literary devices convey meaning.  Analyze poetic devices, including stanza form, rhyme scheme, meter, and sound to determine meaning.</p>
<p>A MIDSUMMER NIGHT'S DREAM, ACT I: WORD RELATIONSHIPS AND IRONY</p>	<p>L.9-10.5 RL.9-10.4 L.9-10.5b</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.  Determine the figurative and connotative meaning of words and phrases in context.  Distinguish words with similar denotations.</p>
<p>A MIDSUMMER NIGHT'S DREAM, ACT II: MOTIF AND IMAGERY</p>	<p>RL.9-10.2 RL.9-10.4 W.9-10.3</p>	<p>Identify the tone and the themes in Act II of A Midsummer Night's Dream.  Analyze the motifs and imagery in the scene, including how Shakespeare paints a picture of the scene using words.  Write a Shakespearean sonnet from the perspective of one of the characters involved in Act II.</p>
<p>A MIDSUMMER NIGHT'S DREAM, ACT III: VERBALS, ARCHETYPES, SUBJUNCTIVE</p>	<p>L.9-10.1 L.9-10.1 b L.9-10.3 L.9-10.2 W.9-10.2</p>	<p>Identify and generate examples of active and passive voice.  Identify and generate examples of infinitives and participles.  Identify and use subjunctive mood in a written response.  Practice correct comma placement by editing nonrestrictive clauses.  Write an analysis of the archetypes in Act III of A Midsummer Night's Dream using the grammatical techniques practiced in the lesson.</p>

<p>A MIDSUMMER NIGHT'S DREAM, ACT IV: EVIDENCE AND PERSPECTIVE</p>	<p>RI.9-10.8 RI.9-10.8 W.9-10.2</p>	<p>Analyze a literary analysis of A Midsummer Night's Dream, Act IV to determine its claim. Evaluate the accuracy of the evidence presented within the analysis, and the kinds of evidence used to support the author's claim. Write a response letter offering the opposing viewpoint, using sarcasm or irony to refute the author's claim.</p>
<p>A MIDSUMMER NIGHT'S DREAM, ACT V: WRITE AN EXPOSITORY TEXT</p>	<p>RL.9-10.3 W.9-10.3b W.9-10.6</p>	<p>Understand and evaluate characterization and plot. Develop reader-friendly directions for a fictional audience based on plot, language, and characterization. Produce a multimedia presentation that appeals to a specific audience.</p>
<p>QUIZ 4: A MIDSUMMER NIGHT'S DREAM</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>TEST REVIEW</p>	<p>Comprehensive review over standards presented in Unit 1.</p>	<p>Review of standards presented in Unit 1.</p>
<p>TEST: COMING OF AGE</p>	<p>Comprehensive test over standards presented in Unit 1.</p>	<p>Evaluation of standards presented in Unit 1.</p>

<p>Unit 2: The Struggle Against Injustice:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 2. Students may view the overview but have no exercises to complete.</p>	<p>Students will complete an analytical reading of Animal Farm, evaluating the powerful political message of the text, and the way the author utilizes methods such as characterization and allegory to communicate his purpose. Improving reading skills: analysis, evaluation, and interpretation  Identifying explicit and implicit meaning in a variety of genres, including foundational documents  Analyzing historical and cultural context and source material and their effect on meaning  Analyzing literary elements/devices: character, conflict, theme, narrative/poetic structure, point of view, foreshadowing, symbolism, allegory, irony, allusion  Analyzing and comparing the representation of a subject in two different mediums  Analyzing language: figurative language, imagery, mood, tone, connotation, nuance in meaning  Analyzing arguments: rhetoric, claim development, structure, purpose  Improving writing skills:  Explanatory: responding to literature, exploring characterization and theme, constructing an original thesis statement, supporting a thesis, composing strong introductions and conclusions, using the writing process, using technology  Narrative: focus on language and sentence structure  Conducting research: web searches, formulating a research question, gathering, evaluating, synthesizing, paraphrasing, summarizing, quoting, documenting information  Analyzing and participating in speaking and listening activities: collaborative discussions and seminars, research presentation, creating a slideshow presentation  Strengthening language skills: conventions, knowledge, vocabulary acquisition and use</p>
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ANIMAL FARM: WEB SEARCH AND CONTEXT	RI.9-10.9 RL.9-10.6 W.9-10.6	<p>Analyze how historical events influence literature. Consider how certain authors both draw on and question cultural traditions.</p> <p>Research a historical event to determine its impact on a particular work or works of literature.</p> <p>Use technology to enhance presentation of information.</p>
ANIMAL FARM: IMPLICIT AND EXPLICIT CHARACTERIZATION	RL.9-10.1 RL.9-10.3 RL.9-10.3 SL.9-10.1a	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning in various texts (keep in mind that this objective is a component of all the literature objectives).</p> <p>Analyze the interaction of characters and how this interaction advances the plot in a literary work.</p> <p>Analyze the motives, qualities, and contradictions of a character in a literary work.</p> <p>Exchange and discuss collaboratively interpretations of and supporting evidence from the literature studied, using a journal or a shared online document.</p>
ANIMAL FARM: STRUCTURE AND SEQUENCE	RL.9-10.3 RL.9-10.3 RL.9-10.5 RL.9-10.6 SL.9-10.1a	<p>Analyze the interaction of characters and how this interaction advances the plot in a literary work.</p> <p>Analyze the motives, qualities, and contradictions of a character in a literary work.</p> <p>Identify and analyze an author's use of foreshadowing.</p> <p>Explore point of view and cultural experience in literature.</p> <p>Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
ANIMAL FARM: NUANCES OF WORD MEANING	L.9-10.4 L.9-10.5	<p>Use strategies such as analyzing word parts and context to determine the meaning of unknown and multiple meaning words and phrases.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p>
QUIZ: ANIMAL FARM: CHAPTERS 1-5	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.

ANIMAL FARM: THEME AND CHARACTER	RL.9-10.2 RL.9-10.3 RL.9-10.3 RL.9-10.2 RL.9-10.6 SL.9-10.1b	<p>Analyze the development of a theme over the course of a text.</p> <p>Analyze the interaction of characters and how this interaction advances the plot in a literary work.</p> <p>Analyze the motives, qualities, and contradictions of a character in a literary work.</p> <p>Understand and analyze how literary elements convey theme (setting).</p> <p>Explore point of view and cultural experience in literature from around the world.</p> <p>Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
ANIMAL FARM: CULTURAL SIGNIFICANCE	RL.9-10.2 RL.9-10.3 RL.9-10.3 RL.9-10.6 SL.9-10.1b	<p>Analyze the development of a theme over the course of a text.</p> <p>Analyze the interaction of characters and how this interaction advances the plot in a literary work.</p> <p>Analyze the motives, qualities, and contradictions of a character in a literary work.</p> <p>Explore point of view and cultural experience in literature from around the world.</p> <p>Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
ANIMAL FARM: BIAS AND MEDIA	RL.9-10.2 RI.9-10.7 RI.9-10.7 W.9-10.9b	<p>Analyze a text to determine key themes.</p> <p>Evaluate current events (articles/news reports) and analyze how they represent the themes and views found in Animal Farm.</p> <p>Compare and contrast current media to classic text, identifying similarities and differences.</p> <p>Identify personal bias and explore perception of themes and events in a written analysis.</p>
ANIMAL FARM: SYNONYMS AND ANALOGIES	L.9-10.4	Use strategies such as analyzing word parts and context to
ANIMAL FARM: TONE AND METAPHOR	RL.9-10.4 RL.9-10.4 RL.9-10.4	<p>Analyze how language evokes a sense of time and place in literature.</p> <p>Analyze tone in literature.</p> <p>Determine figurative and connotative meaning of words and phrases in context.</p>

PROJECT: LITERARY ESSAY - THEMES IN ANIMAL FARM	RL.9-10.2 RL.9-10.3 W.9-10.2 W.9-10.2 W.9-10.2b L.9-10.2	Offer insightful inferences regarding theme. Consider how characterization develops theme. Create clear, original, and specific thesis statements. Write clear, organized texts to explain and convey complex ideas, concepts, and information. Cite strong and thorough textual evidence to support an original thesis statement. Edit writing for correct capitalization, punctuation, and spelling.
QUIZ: ANIMAL FARM: CHAPTERS 6-10	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
ANIMAL FARM: ALLEGORY	RL.9-10.3 RL.9-10.2 RL.9-10.9	Consider how characterization develops theme in a literary work. Analyze Orwell's adaptation of the fable genre and how that helps to develop theme. Distinguish between a fable and an allegory. Analyze Animal Farm as an allegory of Russia under Stalin.
TEST REVIEW	Comprehensive review over standards presented in Unit 2.	Review of standards presented in Unit 2.
TEST: THE STRUGGLE AGAINST INJUSTICE	Comprehensive test over standards presented in Unit 2.	Evaluation of standards presented in Unit 2.

<p>Unit 3: Fighting for Freedom:</p>	<p>This is an overview of the standards covered in the lessons and projects below for Unit 3. Students may view the overview but have no exercises to complete.</p>	<p>Students will read works that have been selected because they represent the struggle for freedom, covering different countries, cultures, centuries and genders, and will be introduced to the power of literary, religious, and philosophical traditions that influenced writer from other cultures. Cite strong and thorough textual evidence to support explicit and inferential meaning</p> <p>Analyze tone in literature</p> <p>Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor</p> <p>Explore point of view and cultural experience in literature from around the world</p> <p>Analyze how language evokes a sense of time and place in literature</p> <p>Research a historical event to determine its impact on a particular work or works of literature</p> <p>Summarize the central idea in a work of nonfiction</p> <p>Trace the development of an idea or argument in literary nonfiction</p> <p>Evaluate the way in which an author develops his or her ideas in a work of literary nonfiction</p> <p>Apply knowledge of Greek and Latin affixes and roots</p> <p>Write short, narrative texts inspired by a work of literature studied</p>
<p>"ONCE UPON A TIME": INFERENCE AND ANALYSIS</p>	<p>RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.6</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning.</p> <p>Offer insightful inferences regarding themes.</p> <p>Analyze tone in literature.</p> <p>Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor.</p> <p>Explore point of view and cultural experience in literature from around the world.</p>



<p>LANGUAGE, HISTORY, CULTURE OF SOUTH AFRICA</p>	<p>RL.9-10.2 RL.9-10.4 RL.9-10.6</p>	<p>Identify and examine specific details that shape and refine a theme. Analyze how language evokes a sense of time and place in literature. Explore point of view and cultural experience in literature from around the world.</p>
<p>"SERVE THE PEOPLE": MAO, CHINA, AND MEDIA</p>	<p>RI.9-10.2 RI.9-10.7 W.9-10.6 W.9-10.7</p>	<p>Summarize the central idea in a work of nonfiction. Analyze and compare the representation of a subject in two different mediums. Use technology to produce and enhance writing products. Research a historical event to determine its impact on a particular work or works of literature.</p>
<p>"GARDEN OF MY CHILDHOOD": PERSONIFICATION AND THEME</p>	<p>L.9-10.5 L.9-10.5 RL.9-10.6 SL.9-10.1a</p>	<p>Analyze metaphor and personification in poetry. Understand and analyze how literary devices convey theme. Explore point of view and cultural experience in literature. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
<p>QUIZ: MULTICULTURAL POETRY</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"GRANNY AND THE GOLDEN BRIDGE": CHARACTER AND ANECDOTE</p>	<p>RL.9-10.1 RL.9-10.4 RL.9-10.4 RL.9-10.4 SL.9-10.1a</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning. Analyze the motives, qualities, and contradictions of a character in a literary work. Consider how characterization develops theme in a literary work. Analyze tone in literature. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively, using a journal or a shared online document.</p>

<p>"'AGUA VIVA,' A SCULPTURE BY ALFRED GONZALEZ": IMPLYING</p>	<p>RL.9-10.1 RL.9-10.4 RL.9-10.4 RL.9-10.4 RL.9-10.4 RL.9-10.2 SL.9-10.1a</p>	<p>Cite strong and thorough textual evidence to support explicit and inferential meaning. Analyze the motives, qualities, and contradictions of a character in a literary work. Consider how characterization develops theme in a literary work. Analyze tone in literature. Understand and analyze how literary devices convey theme. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively using a journal or a shared online document.</p>
<p>"THEY SHOT WOOK KIM": SHAPE POETRY</p>	<p>RL.9-10.5 RL.9-10.6 RL.9-10.4</p>	<p>Understand and analyze how poetic devices and structure convey theme. Explore point of view and cultural experience in literature from around the world. Determine the figurative and connotative meaning of words and phrases in context.</p>
<p>HISTORY, LANGUAGE, AND THEME</p>	<p>RL.9-10.6 RL.9-10.4 RL.9-10.7</p>	<p>Explore point of view and cultural experience in literature from around the world. Determine the figurative and connotative meaning of words and phrases in context. Analyze the representation of a subject in two different artistic mediums.</p>
<p>NIGHT: HISTORICAL CONTEXT IN LITERARY NONFICTION</p>	<p>RL.9-10.6 RL.9-10.3 RL.9-10.3 SL.9-10.1</p>	<p>Explore point of view and cultural experience in literature from around the world. Analyze and evaluate the way in which an author develops his or her ideas in a work of literary nonfiction. Consider how characterization develops theme in a literary work. Exchange and discuss interpretations of and supporting evidence from the literature collaboratively.</p>

<p>PROJECT: EXPLANATORY ESSAY WITH TEXTUAL EVIDENCE</p>	<p>W.9-10.2 W.9-10.2 W.9-10.9 W.9-10.5 W.9-10.2c W.9-10.2d</p>	<p>Create clear, original, and specific thesis statements.  Write clear, organized texts to explain and convey complex ideas, concepts and information.  Draw evidence from literary and informational texts to support analysis.  Use the writing process to develop and strengthen writing.  Write appropriate transitions to organize paragraph.  Use precise language, avoiding clichés and casual language.</p>
<p>QUIZ: HISTORICAL CONTEXT</p>	<p>Comprehensive test over standards presented in above lessons.</p>	<p>Evaluation of standards presented in above lessons.</p>
<p>"LETTER FROM A BIRMINGHAM JAIL": RHETORIC AND ALLUSION</p>	<p>RI.9-10.1 RI.9-10.1 RI.9-10.2 RI.9-10.2 RI.9-10.3 RI.9-10.3 RI.9-10.6 RI.9-10.6</p>	<p>Cite strong and thorough textual evidence to support analysis of explicit meaning in nonfiction texts.  Cite strong and thorough textual evidence to support inferences drawn from nonfiction texts.  Summarize the central idea in a work of literary nonfiction.  Trace the development of an idea or argument in literary nonfiction.  Analyze and evaluate the way in which an author develops his or her ideas in a work of literary nonfiction.  Analyze the structure of a work of literary nonfiction.  Analyze an author's use of rhetoric and allusion to advance point of view or purpose in literary nonfiction.  Explore point of view and cultural experience in literature of historical significance.</p>
<p>THE APOLOGY: SOCRATES' RHETORIC</p>	<p>RI.9-10.2 RI.9-10.3 RI.9-10.6</p>	<p>Trace the development of an idea or argument in literary nonfiction.  Evaluate the way in which an author develops his or her ideas in a work of literary nonfiction.  Analyze an author's use of rhetoric to advance point of view or purpose in literary nonfiction.</p>

THE APOLOGY: GREEK AND LATIN ROOT WORDS	L.9-10.4 L.9-10.3	Use strategies such as analyzing word parts and context to determine the meaning of unknown and multiple meaning words and phrases. Apply knowledge of language to comprehend more fully when reading or listening.
QUIZ: RHETORIC AND CULTURE	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
ONE THOUSAND AND ONE NIGHTS: HISTORY AND CULTURE IN CLASSIC TEXT	RL.9-10.3 RL.9-10.6 RL.9-10.2	Analyze the motives and qualities of a character in a literary work. Explore point of view and cultural experience in literature. Identify and examine specific details that shape and refine a theme.
ONE THOUSAND AND ONE NIGHTS: CONTEXT AND ETYMOLOGY	L.9-10.4c L.9-10.3 L.9-10.6	Use strategies such as analyzing word parts, consulting specialized reference materials, and looking at context to determine the meaning of unknown and multiple meaning words and phrases. Apply knowledge of language to comprehend more fully when reading or listening. Demonstrate independence in seeking understanding of words or phrases important to comprehension or expression.
WRITING: CLAUSES, SEMICOLONS, PARALLEL STRUCTURE	L.9-10.1b L.9-10.1a L.9-10.1a L.9-10.2a	Demonstrate an understanding of different types of clauses. Understand and identify parallel structure. Use parallel structure to improve writing. Use semicolons correctly.

PROJECT: RESEARCH PRESENTATION - HISTORICAL CONTEXT	W.9-10.7 W.9-10.6 W.9-10.9 W.9-10.8 L.9-10.3a	<p>Research a historical event to determine its impact on a particular work or works of literature.</p> <p>Collaborate on a multimedia project that integrates credible sources and diverse media.</p> <p>Draw evidence from literary and informational texts to support analysis, reflection, and research.</p> <p>Distinguish best use of paraphrasing, summarizing, and directly quoting text.</p> <p>Use the MLA documentation system to cite and credit sources correctly.</p>
PROJECT: WRITE A NARRATIVE ABOUT INJUSTICE	W.9-10.1 W.9-10.3d L.9-10.1b L.9-10.1a L.9-10.2 L.9-10.5a-b	<p>Write short, narrative texts inspired by a work of literature studied.</p> <p>Make effective language choices for meaning and style in writing.</p> <p>Vary sentence structure using a variety of well-placed phrases and clauses.</p> <p>Understand and use parallel structure.</p> <p>Edit writing for correct capitalization, punctuation, and spelling.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p>
QUIZ: RESEARCH AND WRITING	Comprehensive test over standards presented in above lessons.	Evaluation of standards presented in above lessons.
TEST REVIEW	Comprehensive review over standards presented in Unit 3.	Review of standards presented in Unit 3.
TEST: FIGHTING FOR FREEDOM	Comprehensive test over standards presented in Unit 3.	Evaluation of standards presented in Unit 3.

TEST REVIEW SEMESTER I	Comprehensive review over standards presented in English II Semester I.	Review of standards presented in English II Semester I.
EXAM: ENGLISH II SEMESTER I	Comprehensive test over standards presented in English II Semester I.	Evaluation of standards presented in English II Semester I.