

English II, 2nd Quarter

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- c. 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.
- d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
- f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- g. Establish and maintain a formal style and objective tone.

After reading the longer selection for Q2, students will prepare a multi-media research project in which they investigate and inform the class about a topic related to an element of the novel or drama. For example, if the novel is *A Tale of Two Cities*, students might research some aspect of the French Revolution or French Culture, or how the French participation in the American Revolution affected the eventual French Revolution. Or they might research the life and work of Charles Dickens, the role of women in Dickens' novels, or the feudal system in France. They might research the pre-revolution economic system in France and how the revolution changed it or theories on how the British avoided a revolution all together. Students should have freedom to choose a topic they are interested in for their research. Parameters of the project will be set forth by the teacher.

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First Quarter	TN Standards	Skill Focus	Resources
<p>Language: 1. Conventions</p> <p>2. Knowledge of Language</p>	<p style="text-align: center;"><u>Conventions</u></p> <p>9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p>9-10.L.KL.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.</p>	<p style="text-align: center;"><u>Conventions</u></p> <p>a. Use parallel structure. 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.</p> <p>a. Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (Know and be able to use appropriately the ways to correctly combine sentences.) b. Use a colon to introduce a list or quotation. c. Spell correctly (without the aid of spell-check!)</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing style. (BHS English Department uses MLA style, 8th edition.)</p>	<p style="text-align: center;"><u>Conventions/Knowledge of Language</u></p> <p>These conventions must be taught directly and throughout the year. Begin by introducing the concepts, then move to having students identify the correct use of the convention. Once they have this, then have the students use the conventions correctly in their writing and hold them accountable for ALWAYS using the conventions correctly in their writing throughout the remaining school year. <i>Once a convention is taught and adequately mastered, students MUST continue to use it for retention to happen.</i></p> <p>There are many wonderful resources on the internet for teaching conventions, as well as good resources in our textbooks. Here is a limited list, but again there are many, many more available for free or very low cost on-line:</p> <p>GrammarBytes! http://www.chompchomp.com/menu.htm</p> <p>Perdue Online Writing Lab-OWL https://owl.english.purdue.edu/</p> <p>USA Test Prep http://usatestprep.com/Home</p> <p>Slideshare http://www.slideshare.net/</p> <p>Sentence openers and dress-ups- writing https://sites.google.com/a/fmcsd.ab.ca/beaton/openers-dressups</p>

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Reading: Literature	<p style="text-align: center;"><u>Reading Literature</u></p> <p>9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p> <p>9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.</p>	<p style="text-align: center;"><u>Reading Literature</u></p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme of a text and analyze its development over the course of the text, including how it is revealed by specific details; provide an objective summary of the text. 3. Analyze how complex characters (those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or theme. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (how language evokes a sense of time or place; how it sets the tone). 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, suspense, or surprise. 6. Analyze a particular point of view/perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 7. Analyze the representation of a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g. Fine art depictions of literature, myth, and Bible stories with the stories themselves cartoon depictions). 9. Analyze how an author draws on and transform specific source material. 	<p style="text-align: center;"><u>Reading Literature</u></p> <p>These should be completed AFTER reading the short story. See resource folder for reading guides/activities for the longer texts.</p> <p>Use "The Monkey's Paw" from the Prentice Hall Literature Book. After reading, students determine six main events and draw a comic strip illustrating the events in six frames. Write captions objectively summarizing each scene. Based on the outcome of each scene, students will determine the central theme of the story and write it across the bottom of the comic. Details supporting the theme should be portrayed in the comic frames. Alternative: use Comic Life.</p> <p>Use "Contents of the Dead Man's Pocket" from the Prentice Hall Literature Book. After reading the story, students evaluate how the character of Tom Benecke is developed and changes over the course of the text, contrasting his motivations at the beginning with his motivations at the end. Working with a partner, students will write an inner monologue/dialogue Tom has throughout the story, which reveals his changing thoughts and motivations as he processes the events of the story. The monologue should contain imagery from the text, as well as demonstrate a good understanding and inference of the character and his actions. Partners will read/act out their monologues aloud to the class. The monologue should also address the unusual time structure of the story.</p> <p>After reading the "Masque of the Red Death", students will watch a documentary film on the Bubonic Plague in Europe and compare the story and its representative symbols to actual events of history and events surrounding the plague. Students will choose one of the symbols in the story to recreate in the media of their choice (i.e. create a mask like one of those described in the story, build an abbey, build a clock, create a dark cloak and model it, perform music or a dance of the period).</p> <p>Other activities: Select from the following suggestions for a student portfolio of</p>

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			<p>the novel work:</p> <p>Use a manila folder which the student has decorated thematically to represent themes and events from the story. All the novel activities are kept in the portfolio and collected at the end of the unit.</p> <ul style="list-style-type: none">-Complete/write and construct answers for text dependent questions.-Perform close readings on selected passages-look for assigned literary elements such as imagery, paradox, and figurative language. Also word choice and implications.-Write a character analysis of one of the main characters, tracing his or her development throughout the book.-Categorize the characters: dynamic, static, flat, round, stock, archetype. Give reasons from the text for your decisions. -Keep a reading response log.-Complete a dialectical journal (2-column journal).-Write a summary at the end of each reading assignment.-Write a series of letters set over the course of the novel from the main character to another character retelling the story.-Create an illustrated glossary of unfamiliar words.-Make a timeline of events.-Make a map of the setting(s).-research and list any facts the on which the story is built. Prepare foods mentioned in the novel. Share with the class. Take pictures or video of the preparation.-Dance the Carmagnole! (Tail of Two Cities)
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Vocabulary	<p style="text-align: center;"><u>Vocabulary Acquisition and Use</u></p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9 -10 grade-level text by choosing flexibly from a range of strategies.</p> <p>9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p>9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p style="text-align: center;"><u>Vocabulary Acquisition and Use</u></p> <p>a. Use context (the overall meaning of a sentence, paragraph, or text; a word's position, function, or usage in a sentence) as a clue to the meaning of an unfamiliar word or phrase in a sentence or passage.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or usages of words (advocate, advocacy; analyze, analysis, analytical).</p> <p>c. Consult general and specialized reference materials (dictionaries, glossaries, thesauruses), both print and digital, to fine the pronunciation of a word or clarify its precise denotation, usage, or etymology.</p> <p>d. Verify inferred meanings of unfamiliar words and phrases by checking their meanings in a dictionary.</p> <p>a. Interpret figures of speech (euphemism, oxymoron, hyperbole, imagery, etc.) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meanings of words with similar denotations (understand the connotations of words).</p> <p>a. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p style="text-align: center;"><u>Vocabulary Acquisition and Use</u></p> <ol style="list-style-type: none"> 1. Students will work through <i>Vocabulary Workshop Series</i> from Holt or <i>Wordly Wise 3000 Book 10</i>, 3rd edition. These series cover all vocabulary standards, and both series include academic vocabulary as specified in TNReady standards. 2. Additional vocabulary is provided with the literature series for each literature unit. 3. See also <i>Elements of Language</i>, pp.921-929 for general vocabulary concepts, instruction on context clues, connotation /denotation. 4. See <i>Elements of Language</i>, pp. 424-444 for coverage of spelling basics, rules, and exceptions. 5. See <i>Elements of Language</i>, pp.437-444 for a list of commonly confused words. 6. See <i>Elements of Language</i> pp. 880-882 for instruction in using dictionaries.

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Second Quarter	TN Standards	Skill Focus	Resources
Speaking and Listening	These standards, skill focuses, and resources are integrated into the Literature text and writing standards.	These standards, skill focuses, and resources are integrated into the Literature text and writing standards.	These standards, skill focuses, and resources are integrated into the Literature text and writing standards.

For Reading and Writing in Each Quarter						
	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	9-10. RL.KID.1	RL/RI.12.2 SL.12.2-3	9-10.L.CSE.1; 2	9-10.L.VAU.6	9-10.SL.CC.1	9-10.SL.PKI.4

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