

English II, 3rd Quarter

Third Quarter	TN Standards	Skill Focus-Students will be able to do...	Resources/Materials
<p style="text-align: center; margin: 0;">Writing:</p> <p style="margin: 0;">1. Text Types and Protocol</p> <p style="margin: 0;">2. Written Expression</p>	<p>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.</p>	<p><u>Writing Informative/Explanatory Text:</u></p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, extended definitions, concrete details, quotes other information and examples appropriate to audience. c. Use appropriate and varied transitions. d. Use precise language and domain specific vocabulary. e. Establish and maintain formal style and objective tone while attending to the norms and conventions of language. <p>Provide a concluding statement or section that articulates the implications and or significance of the topic.</p>	<p style="text-align: center;">Resources/Strategies</p> <p>These two strategies are especially helpful in preparing students for state testing. Remember to give students hands-on practice using the practice materials at least a couple of times during the first few weeks of Q3.</p> <p>Students will read/write a comparison/contrast essay. Have students choose a writing situation from the Choices on p. 629 in <u>Elements of Language</u>. Students will write an essay using either <i>point by point structure</i> or <i>block structure</i> (pp.612-613) on the topic chosen.</p> <p>For instruction see unit pp.595-629. "Exploring Compare/contrast," p.596-605 is very clear for <u>helping students learn to read informational text critically in order to write about it</u>. Pp. 606-629 provide instruction for actually writing the essay.</p> <p>Students will read/write a cause-effect article. <u>Elements of Language</u>, pp. 632-643, provides a cause-effect structured article, with instruction on how to read, comprehend, and analyze the article in order to write about it. pp. 662-664 contain an article for students to practice analysis of cause and effect.</p> <p>Once students have gained an understanding of cause-effect, including over simplification of cause and effect, false cause and effect, implied causes and effects, focus on cause, focus on effect, causal chain, and composition pattern, they should write an original cause and effect article on a topic of their choice or one of those given on p. 665, items 2 or 4.</p>

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9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

Writing Argument:

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence.
- b. Develop claim and counterclaim, anticipating audience knowledge and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claims, counterclaims, evidence, justifications, and conclusions.
- d. Establish/maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Discuss the concept of context with students, and the importance of perspective in making and writing an argument. Share several "Firstworld Problems" with students, and have them share their own. Ask students why these are problems, and what could be some real consequences of those problems. (e.g. You run your business from home, and your WiFi is out for three days.) Then show "Firstworld Problems Anthem," from TheGiftOfWater.com. Ask students what the theme of the video is and discuss the statement "Firstworld problems aren't problems," which appears at the end of the video.

After the discussion, give the students the writing prompt "Are Firstworld problems actually problems? What determines if they are or not? How does one make that judgment, and what is the truth of the matter? Argue for or against the concept of Firstworld problems in an argument paper. Use valid reasoning and evidence to support your claims. Use strong transitional words and devices to make connections between your ideas. (You may want to review writing arguments from Q1 before beginning.)

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<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, 7th edition, which is thoroughly covered by the OWL website. This site contains teaching videos, practice exercises, and quizzes, as well as instruction.)</p>	<p style="text-align: center;"><u>Conventions/Knowledge of Language</u></p> <p>It is very important to make sure students are using parallel structure in all of their writing assignments, as well as correct grammar and mechanics. By Q3, students should be gaining some automaticity with these conventions (and should be held accountable for using them). If they have not, STOP and review and reteach as needed.</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 Perdue Online Writing Lab-OWL https://owl.english.purdue.edu/ USA Test Prep http://usatestprep.com/Home Slideshare http://www.slideshare.net/ Sentence openers and dress-ups- writing https://sites.google.com/a/fmcsd.ab.ca/beaton/openers-dressups</p>

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<p>Reading: Nonfiction and Informational Text</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.RI.CS.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.</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>	<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 central idea 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 the author unfolds a series of events or ideas, including: the order in which the points are made, how they are introduced and developed, and the connections drawn among them. 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. 5. Analyze how an author's ideas are developed or refined by a particular portion of text. (Close Read) 6. Determine an author's perspective or point of view and purpose and analyze the author's use of rhetoric to advance that purpose. 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><i>Exploring the Big Question</i> pp. 790-791 in <u>Prentice Hall Literature</u> book. Introduce the genre of drama to students and engage them in a discussion of dramas they have read or seen.</p> <p>Use a plot diagram to convey the structure of a five-act play, p. 793 in literature book.</p> <p>Review analyzing characters from Q2 with students, and refer them to pp. 794-795 in the literature book for further information. Have them make flash cards of the words in bold from the article to keep for reference.</p> <p>Depending on the needs of students, choose either <i>Antigone</i>, p. 814 or <i>The Tragedy of Julius Caesar</i>, p. 892 for your unit on drama.</p> <p>Have students read and outline, summarize, or make informational posters on the "Preparing to Read..." , "Greek/Elizabethan Theater", and "Background for..." articles before the play.</p> <p>After reading the play, students will work with a small group to Research some chosen aspect of ancient Greek or Roman culture. Then they will present that aspect of the culture to the rest of the class in a "Greek or Roman Festival", the parameters of the project should be decided by the teacher, rubrics provided, and so forth. All presentations should be approved by the teacher before being given.</p>

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Reading: Literature

9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

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.

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.

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.

Reading the plays:

The literature book ancillary materials contain excellent materials for helping students read and understand the plays. Use the [Unit 5 Resources](#) for selection support for both plays, the [Reader's Notebook](#), and the [Common Core Companion](#) all contain graphic organizers, interactive study guides, and skill focus items to use throughout the reading of the plays. Also available is a dramatic recording of the entire play on CD, and background video for each play.

Be sure to call students' attention to the use of text aids in the literature book to help them with understanding the plays. Also available online for free is a downloadable No-Fear Shakespeare edition of *The Tragedy of Julius Caesar*. I posted this on my website for student to use at home.

A portfolio of their work with the play is a nice way to keep everything together, and gives them an extra grade as well.

Other activities:

Select from the following suggestions for a student portfolio of the novel work:

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.

-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.

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Vocabulary	<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>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>	<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 TN 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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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.	
	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	9-10. RL.KID.1	9.10.RLKID.2	9-10.L.CSE.1; 2	9-10.L.VAU.6	9.10.SL.CC.1	9-10.SL.PKI.4