

English II, 4th Quarter

Fourth Quarter	TN Standards	Skill Focus-Students will be able to do...	Resources/Materials
Writing: 1.Text Types and Protocols 2.Written Expression	<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>9-10.W.TTP.1 Write <u>arguments</u> to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</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. f. Provide a concluding statement or section that articulates the implications and or significance of the topic. <p><u>Writing Argument:</u></p> <ul style="list-style-type: none"> 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. 	<p>Students will work with a group to prepare and present a portion of text from the <u>Elements of Language</u> Book pp. 949-961, "Test Taking Skills and Strategies." Students not presenting will take notes on the presentations being given. (An alternative is to have students outline this section.) After the presentations or outlines, Students will answer constructed response/text dependent question prepared by the teacher, which are based on the article. Constructed response answers should meet the standards for writing informative/explanatory text and make correct use of conventions.</p> <p>Have students discuss the ways they use technology in everyday life and rate the importance of technology in their social lives and general well-being. Show the short video "Just Look Up," by Gary Turk. (You can easily find this online.) After viewing, have students discuss what they think is the message or theme of the film and how this theme is portrayed through the words and pictures. Then, give them this writing prompt:</p> <p>Technology has become an ever-present force in contemporary life. In her YA novel, <i>The Other Side of Life</i>, author Jess C. Scott says this:</p> <p style="padding-left: 40px;"><i>"Nin knew how much humans loved money, riches, and material things—though he never really could understand why. The more technologically advanced the human species got, the more isolated they seemed to become at the same time. It was alarming, how humans could spend entire lifetimes engaged in all kinds of activities, without getting any closer to knowing who they really were, inside."</i></p> <p>Write an argument paper in which you either agree or disagree with Nin about the effects of technology on human life. Support your claim with evidence and valid reasoning.</p>

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<p>Language: 1. Conventions 2. Knowledge of Language</p>	<p>Conventions</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>Conventions</p> <ul style="list-style-type: none"> 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. 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!) 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>Conventions/Knowledge of Language</p> <p>It will be important this quarter to review all the conventions. <i>The Prentice Hall Test Prep Book</i> has excellent and to the point review exercises for all standards, designed to help students prepare for standardized tests. Choose the exercises covering the standards your students need.</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: Nonfiction and Informational Text	<p>9-10.RI.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 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.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 transforms specific source material. 	<p><i>Elements of the Oral Tradition</i>, pp. 1048-49 <i>Analyzing Theme</i>, pp. 1050-51 <i>Determining Themes Across Cultures</i>, pp. 1052-53 from <i>Places Left Unfinished at the Time of Creation</i>, pp. 1056-60.</p> <p>Students should write the main idea of each paragraph for the <i>Oral Traditions</i>, and <i>Analyzing Theme</i> articles. Have them create their own chart or diagram to convey the information from <i>Determining Themes Across Cultures</i>. Teach students to think of theme as a message about life or a question about life posed by the author; therefore, themes should be expressed as complete sentences or questions. Themes should not be expressed as single words such as <i>love</i>, <i>faith</i> or <i>beauty</i>, for these are only <u>topics</u>, not messages. Students read the practice selection; then, engage them in a discussion of their own families' artifacts, histories, and how they are preserved. Guide students in considering imagery and events from the memoir to determine the theme of the piece. Have them write the theme as a sentence and illustrate it with images from the story that support the theme they have chosen.</p>

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Reading: Literature	<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.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.</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>	<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>Arthur Becomes King of Britain from The Once and Future King by T.H. White, pp.1155-117</p> <p>Students will read and analyze the selection for the features of legends. Have students create a chart showing features and evidence that the selection meets those criteria. Discuss the word choices in the selection. How do they affect the tone of the work? What can we infer about the author's worldview?</p> <p>Morte d'Arthur by Alfred Lord Tennyson, pp.1173-1184</p> <p>Students will read, or listen to a recording of, the selection. What seems to be the poet's purpose in retelling the story of the death of Arthur? How is the character of Arthur portrayed? How does the reader identify with the Arthur of the poem? Analyze the poem for features of legends and add to the chart begun earlier.</p> <p>What can we infer about Tennyson's worldview considering that the narrator of the poem dreams that Arthur will return?</p> <p>Students will research other versions of the legend of Arthur, taking notes on their findings. Then, they will create by hand a collage of the story of Arthur, incorporating the most commonly found elements of the legend.</p> <p>Sundiata: An Epic of Old Mali, pp. 1093-1104 in the Prentice Hall literature book.</p> <p>Students will read and analyze the cultural context of the selection. After students have overviewed the piece, and looked at the list of characters, ask what they can conclude about the culture of Old Mali.</p> <p>Engage students in a discussion about the characteristics of a hero in an epic. Then ask what characters may be thought of as heroes from the selection?</p> <p>Have students read <i>from Ramayana: Rama's Initiation</i>. Then have them complete "writing about the Big Question," p.1106. Discuss their answers.</p>

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Vocabulary	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>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>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 standards.</p> <p>2. Additional vocabulary is provided with the literature series for each literature unit.</p> <p>3. See also <i>Elements of Language</i>, pp.921-929 for general vocabulary concepts, instruction on context clues, connotation /denotation.</p> <p>4. See <i>Elements of Language</i>, pp. 424-444 for coverage of spelling basics, rules, and exceptions.</p> <p>5. See <i>Elements of Language</i>, pp.437-444 for a list of commonly confused words.</p> <p>6. See <i>Elements of Language</i> pp. 880-882 for instruction in using dictionaries.</p>

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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.			
For Reading and Writing in Each Module						
	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.RL.KID.2	9-10.L.CSE.1; 2	9-10.L.VAU.6	9-10.SL.CC.1	9-10.SL.PKI.4