English 2 and English 2 Honors, 10th grade

The following curriculum map is based on the Common Core State Standards (CCSS), which are accessible on www.corestandards.org, and expectations from the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium Model Content Frameworks, which are accessible on www.parcconline.org.

Each quarter of instruction is based around an emphasis on either extended world literature or extended informational text. All of the other shorter texts, which are a combination of world literature, informational text, and U.S. historical documents for various quarters, should connect topically or thematically to the extended texts and be of sufficient text complexity for close, analytic reading. Honors classes will demand increased rigor and text complexity. During class discussion of what has been read, students should consistently be asked to find evidence from the text. This textual evidence should then be used in the students' writing, research, and presentations.

The writing that students do should relate to what has been read and discussed in the unit. Over the course of the year, the writing in English 2 should be 80 percent analytical (40 percent argument and 40 percent to inform/explain) and 20 percent narrative with a mix of routine, on-demand, and review-and-revision writing assignments. The rigor of expectations in these writings will increase in the English 2 Honors course.

When possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. Through a progression of research tasks, students are called on to present their findings in a variety of modes in informal and formal contexts appropriate to the tenth grade level (e.g., through oral presentations, argumentative or explanatory compositions, or multimedia products).

The study and application of vocabulary and grammar should take place within the context of what students read and write. Students should understand the use of proper diction and tone for formal and informal speaking occasions and the importance of proper word choice when using the spoken and written word.

The map also reflects the eight measurement topics as a support for grading. The topics are: Reading Literary Text, Reading Informational Text, Writing Types & Purposes, Research, Study & Apply Grammar, Study & Apply Vocabulary, Discussion & Collaboration, and Present Knowledge & Ideas. Standards on the map have been grouped under the appropriate measurement topics and some standards appear under more than one measurement topic. Assignments and assessments will naturally fall under multiple measurement topics; teachers will use professional judgment to assess learning across all of the standards and measurement topics over the course of each grading period.
## Essential Questions

1. How does world literature offer insight into the human condition and serve as a model for students’ own thinking and writing?
2. How does the reading and analysis of world literature build a reservoir of literary and cultural knowledge for the English 2 student?
3. How does technology connect speaking, listening, reading and writing so that students are adaptable to changes in modalities?
4. How does research enable students to gather, synthesize, and apply information to their own thinking and writing?

### Measurement Topics

#### Standards

<table>
<thead>
<tr>
<th>MEASUREMENT TOPICS</th>
<th>STANDARDS</th>
<th>LEARNING TARGETS/SKILLS</th>
<th>ACADEMIC LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Literary Text</strong></td>
<td>LACC.910.RL.1.1-3</td>
<td>• analyze literary texts</td>
<td>-analyze • inference • author’s purpose</td>
</tr>
<tr>
<td>Students will read:</td>
<td>LACC.910.RL.2.4-6</td>
<td>• determine theme of texts</td>
<td>-theme • central idea</td>
</tr>
<tr>
<td>- a world literary extended text</td>
<td>LACC.910.RL.3.7</td>
<td>• demonstrate understanding of literary text structure and development (including characters)</td>
<td>-figurative language • literary terms</td>
</tr>
<tr>
<td>- 2-3 short world literary texts</td>
<td>LACC.910.RL.3.9</td>
<td></td>
<td>-plot • point of view</td>
</tr>
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<td></td>
<td>LACC.910.RL.4.10</td>
<td></td>
<td>-text structure</td>
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<td></td>
<td></td>
<td></td>
<td>-textual evidence</td>
</tr>
<tr>
<td><strong>Reading Informational Text</strong></td>
<td>LACC.910.RL.1.1-3</td>
<td>• analyze informational text structures</td>
<td>-author’s purpose</td>
</tr>
<tr>
<td>Students will read:</td>
<td>LACC.910.RL.2.4-6</td>
<td>• determine central idea of texts</td>
<td>-diction • ethos, logos, pathos • genres</td>
</tr>
<tr>
<td>- 1-2 short informational texts</td>
<td>LACC.910.RL.3.7-9</td>
<td>• cite strong and thorough textual evidence to support textual analysis</td>
<td>-summary • organizational/text patterns</td>
</tr>
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<td></td>
<td>LACC.910.RL.4.10</td>
<td></td>
<td>-satire</td>
</tr>
<tr>
<td><strong>Writing Types &amp; Purposes</strong></td>
<td>LACC.910.L.2.3a</td>
<td>• produce clear, coherent and appropriate writing</td>
<td>-argument/bias • audience • cohesion</td>
</tr>
<tr>
<td>Students will write:</td>
<td>LACC.910.W.1.1-1e</td>
<td>• strengthen writing through the writing process or new approaches</td>
<td>-dialect • dialogue • ethos, logos,</td>
</tr>
<tr>
<td>- routinely to develop &amp; convey understanding</td>
<td>LACC.910.W.1.2-2f</td>
<td>• develop and convey understanding by writing texts</td>
<td>-pathos • evidence • narrative • thesis</td>
</tr>
<tr>
<td>- 4-6 analyses focused on argument</td>
<td>LACC.910.W.1.3-3e</td>
<td>• support claims using valid reasoning and relevant evidence</td>
<td>-writing process • writer’s purpose</td>
</tr>
<tr>
<td>- a narrative to convey experiences</td>
<td>LACC.910.W.2.4-6</td>
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<td></td>
<td>LACC.910.W.4.10</td>
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<tr>
<td><strong>Research</strong></td>
<td>LACC.910.W.3.7-8</td>
<td>• analyze various accounts of the same subject/theme</td>
<td>-analysis • annotated bibliography</td>
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<tr>
<td></td>
<td>LACC.910.W.3.9-9b</td>
<td>• demonstrate understanding of the subject under investigation</td>
<td>-central question • credibility</td>
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<td></td>
<td>LACC.910.L.2.3a</td>
<td>• conduct research based on focus questions</td>
<td>-MLA/APA • paraphrase • plagiarism</td>
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<td></td>
<td>LACC.910.SL.1.2</td>
<td>• assess and integrate relevant information from print and digital sources while avoiding plagiarism</td>
<td>-parenthetical documentation</td>
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<tr>
<td><strong>Study &amp; Apply Grammar</strong></td>
<td>LACC.910.L.1.1-1b</td>
<td>• demonstrate command of conventions of standard English grammar and usage, capitalization, punctuation and spelling when writing or speaking</td>
<td>-primary and secondary sources</td>
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<td></td>
<td>LACC.910.L.1.2-2c</td>
<td>• apply knowledge of language functions in different contexts, and make effective choices for meaning and style</td>
<td>-synthesize • textual evidence</td>
</tr>
</tbody>
</table>
| Study & Apply Vocabulary | LACC.910.L.3.4-4d  
LACC.910.L.3.5-5b  
LACC.910.L.3.6 | • clarify the meaning of unknown and multiple-meaning words and phrases  
• demonstrate understanding of figurative language, word relationships, and nuances in word meanings  
• acquire and use general academic and domain-specific words and phrases for reading, writing, speaking, and listening | • affixes and word parts  
• connotation  
• context clues  
• denotation  
• nuance  
• etymology  
• figures of speech |
| --- | --- | --- | --- |
| Discussion & Collaboration | LACC.910.SL.1.1-1d  
LACC.910.SL.1.3  
LACC.910.W.2.6 | • engage in a range of collaborative discussions, building on others' ideas, while persuasively expressing their own  
• evaluate, integrate, and synthesize information presented in a variety of different media and formats  
• listen to and evaluate a variety of speakers with diverse perspectives and respond thoughtfully to each | • distorted evidence  
• elaborate  
• fallacious reasoning  
• integrate  
• justify  
• rhetoric |
| Present Knowledge & Ideas | LACC.910.L.2.3  
LACC.910.W.2.6  
LACC.910.SL.1.2  
LACC.910.SL.2.4-6 | • create and organize presentations that follow a line of reasoning appropriate to task, audience and purpose  
• strategically use digital media and visual displays to express information and enhance presentation  
• adapt speech for a variety of contexts & tasks | • media |

► All reading, writing, and research should be topically and thematically related to the extended text.
Guiding Questions

1. Must citizens resign their personal and/or religious beliefs to the laws of the governing body?
2. How does a single individual recognize what is wrong and what is right?
3. At what point, and by what right, does a person’s conscience carry more authority than the law?
4. What is accomplished by acts of civil disobedience? What is important about the idea of civil disobedience in our own time?

Reading Literary Text

Extended Text

Antigone by Sophocles

Short Story

“The Censors” by Luisa Valenzuela
Connection to Antigone: themes of individual beliefs, choices and decisions

Poems

“No dialects please…” by Merle Collins
Connection to Antigone: themes of societal reactions and cultural “norms”

“The Masque of Anarchy” by Percy Bysshe Shelley
Connection to Antigone: topic of law and gov’t

Reading Informational Text

Essay & Autobiography

“Civil Disobedience” by Henry David Thoreau
Connection to Antigone: themes of individual beliefs, choices and decisions

Chapter “Outcaste” from An Autobiography: The Story of My Experiments with Truth by Gandhi
Connection to Antigone: themes of societal reactions and cultural “norms”

Speeches

excerpt from a “Nobel Lecture” by Solzhenitsyn
Connection to Antigone: themes of societal reactions and cultural “norms”

“Keeping Memory Alive” by Wiesel
Connection to Antigone: themes of societal reactions and cultural “norms”

U.S. Historical Document

“Fugitive Slave Act of 1850”
Connection to Antigone: topic of law and gov’t

Writing Types & Purposes

Routine Writing

1. Journal reflecting personal reactions to the actions and decisions made in the texts.
2. 3-2-1 Strategy
3. “Outside Dialogue”
4. Quote reflections
5. Summaries of discussion, notes and reading
6. Short responses to text-dependent questions

Analyses (use textual evidence to support writing)

1. Write an essay that persuades your audience that a choice made by one of the individuals in the texts was correct/incorrect.
2. Choose a civil issue faced by a character that is still an issue in today’s society. Write to persuade your audience that this issue should be rectified.
3. Write a discussion of society’s reactions to a character’s decision. Write to persuade your audience that society should/shouldn’t have reacted in a particular way.
4. After reading multiple texts on civil disobedience, write a letter to the character’s gov’t that identifies a problem and offers a solution.

Narrative

Write a narrative about a time when you or a friend disagreed with a parent or authority figure’s decision. Be sure to compare your experiences and the responses to those around you to those you read about.

Research

What was a significant action of civil disobedience in world history, and what was its individual, social, political, and international impact? (Ghandi, MLK, Mandela, etc.)

Study & Apply Grammar

• PLC-determined focus
• Student self & peer editing
• Image Grammar – painting with appositives & absolutes

Study & Apply Vocabulary

• PLC-determined Focus
• Vocabulary Log
• Frayer Model

Discussion & Collaboration

• small group think-pair share discussions of the themes covered in the texts and how they relate.
• Students may use anticipation guides and writing reflections to discuss how their opinions on civil disobedience were strengthened or weakened.

Present Knowledge & Ideas

• Grouped by research topic (ex. Mahatma Ghandi), students will use their knowledge from the unit to present their research findings to the group via PowerPoint
<table>
<thead>
<tr>
<th><strong>RESOURCE LIST</strong></th>
<th><strong>Civil Disobedience</strong> Quarter 1 or 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended Texts</strong></td>
<td></td>
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<tr>
<td><strong>Novels</strong></td>
<td></td>
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<tr>
<td><em>Antigone</em> by Sophocles</td>
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<tr>
<td><em>Julius Caesar</em> by William Shakespeare</td>
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<tr>
<td><em>The Trial</em> by Franz Kafka <em>e/p</em></td>
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<tr>
<td><em>Animal Farm</em> by George Orwell</td>
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<td><em>1984</em> by George Orwell</td>
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<tr>
<td><strong>Short Informational Texts</strong></td>
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<tr>
<td><em>found in Prentice Hall textbook e/p – available on Edmodo/Pinnacle</em></td>
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<tr>
<td>“Keeping Memory Alive” by Wiesel *</td>
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<td><em>from a “Nobel Lecture” by Solzhenitsyn</em></td>
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<tr>
<td>“Civil Disobedience” by Henry David Thoreau <em>(e/p)</em></td>
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<tr>
<td>selections from <em>The Prince</em> by Nicolo Machiavelli <em>(suggested chapters: 7, 11, 27) (e/p)</em></td>
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<tr>
<td>“Letter from Birmingham Jail” Dr. M.L. King, Jr. <em>(e/p)</em></td>
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<tr>
<td>selections from “Inquiry Into the Freedom of the Will” by Jonathan Edwards <em>(e/p)</em></td>
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<tr>
<td>“The Salt March and the Indian Struggle for Independence” by Danielle Mazzo and Gaurav Passi <em>(e/p)</em></td>
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<td>“Fugitive Slave Act of 1850” U.S. historical document</td>
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<tr>
<td><strong>Short Fictional Texts</strong></td>
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<td><em>found in Prentice Hall textbook e/p – available on Edmodo/Pinnacle</em></td>
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<tr>
<td><strong>Short Stories</strong></td>
<td></td>
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<tr>
<td><em>The Princess and All the Kingdom</em> by Lagerkvist <em>(Sweden)</em></td>
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<td><em>A Problem</em> by Chekhov <em>(Russia)</em></td>
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<td><em>The Censors</em> by Luisa Valenzuela <em>(Argentina)</em></td>
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<td><em>Bartleby, the Scrivener</em> by Herman Melville</td>
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<tr>
<td><strong>Poems</strong></td>
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<tr>
<td>“The Masque of Anarchy” by Shelley <em>(Britain)</em></td>
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<tr>
<td>“No dialects please…” by Merle Collins <em>(Grenada)</em></td>
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<tr>
<td>“In the microscope” by Miroslav Holub <em>(Czech Republic)</em></td>
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<tr>
<td>“Almost without Noticing” by Eira Stenberg <em>(Finland)</em></td>
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<tr>
<td>“I Sing of Change” by Niyi Osundare <em>(Nigeria)</em></td>
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<tr>
<td>“25th April 1974” by Sophia de Mello Breyner <em>(Portugal)</em></td>
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<tr>
<td><strong>Additional Sources</strong></td>
<td></td>
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<tr>
<td><strong>Visual Media</strong></td>
<td></td>
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<tr>
<td>“The Camden 28” documentary <em>(PBS)</em></td>
<td></td>
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<tr>
<td><strong>Lyrics</strong></td>
<td></td>
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<tr>
<td>“The Revolution Will Not Be Televised” by Gil Scott-Heron</td>
<td></td>
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<tr>
<td><strong>Web Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Thoreau, Civil Disobedience, and the Underground Railroad <em>(calliope.org/thoreau/thurro/thurro1.html)</em></td>
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<tr>
<td>Vietnam: A Television History by PBS <em>(pbs.org/wgbh/amex/vietnam/index.html)</em></td>
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<tr>
<td><strong>Possible Writing Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Routine Writing</strong></td>
<td></td>
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<tr>
<td>1. Journal reflecting personal reactions to the actions and decisions made in the texts.</td>
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<td>2. 3-2-1 Strategy (3 things you learned, 2 things you found interesting, 1 question you have)</td>
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<td>3. “Outside Dialogue” <em>(What do characters say to each other that isn’t written?)</em></td>
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<tr>
<td>4. Quote reflections <em>(Choose a quote that relates to the theme/topic)</em></td>
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<tr>
<td>5. Summaries from class discussion, notes and reading</td>
<td></td>
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<tr>
<td><strong>Analyses</strong></td>
<td></td>
</tr>
<tr>
<td>1. After reading 2 or more of the texts, write an essay that persuades your audience that a choice made by one of the individuals in the texts was correct/incorrect. Be sure to support your argument using textual evidence.</td>
<td></td>
</tr>
<tr>
<td>2. After reading 2 or more of the texts, choose a civil issue that faced by a character that is still an issue in today’s society. Write to persuade your audience that this issue should be rectified. Use examples from the text to support your reasons.</td>
<td></td>
</tr>
<tr>
<td>3. After reading 2 or more of the texts, write an essay that discusses society’s reactions to a characters decision. Write to persuade your audience that society should/shouldn’t have reacted in a particular way.</td>
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</tr>
</tbody>
</table>
## Essential Questions

1. How does informational text offer insight into the human condition and serve as a model for students’ own thinking and writing?
2. How does the reading and analysis of U.S. historical documents build a reservoir of literary and cultural knowledge for the English 2 student?
3. How does technology connect speaking, listening, reading and writing so that students are adaptable to changes in modalities?
4. How does research enable students to gather, synthesize, and apply information to their own thinking and writing?

### MEASUREMENT TOPICS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Students Will…</th>
<th>Learning Targets/Skills</th>
<th>Academic Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.910.RL.1.1-3</td>
<td>analyze literary texts</td>
<td>-analyze -inference -author’s purpose -theme -central idea</td>
<td></td>
</tr>
<tr>
<td>LACC.910.RL.2.4-6</td>
<td>determine theme of texts</td>
<td>-figurative language -literary terms</td>
<td></td>
</tr>
<tr>
<td>LACC.910.RL.3.7</td>
<td>demonstrate understanding of literary texts through inferences based on close reading</td>
<td>-plot -point of view -text structure</td>
<td></td>
</tr>
<tr>
<td>LACC.910.RL.3.9</td>
<td>assess how point of view shapes content</td>
<td>-textual evidence</td>
<td></td>
</tr>
<tr>
<td>LACC.910.RL.4.10</td>
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</tbody>
</table>

### ENGLISH 2 -QUARTER 2- READING, WRITING, AND RESEARCHING THROUGH INFORMATIONAL TEXT

**Reading Literary Text**

Students will read:
- 2-3 short literary texts

- analyze literary texts
- determine theme of texts
- demonstrate understanding of literary texts through inferences based on close reading
- assess how point of view shapes content

**Reading Informational Text**

Students will read:
- an informational extended text
- 1-2 short U.S. historical documents

- analyze informational texts for central idea
- demonstrate understanding of informational text structures & development
- cite strong and thorough textual evidence to support textual analysis
- analyze how author’s purpose & point of view shape content and style

- author’s purpose -diction -ethos, logos, pathos -genres -summary
- organizational/text patterns -satire
| Writing Types & Purposes | LACC.910.L.2.3a | • produce clear, coherent writing appropriate to task, audience and purpose  
• strengthen writing through the writing process or new approaches  
• clearly convey complex ideas/information through the organization and analysis of content |
|--------------------------|----------------|-----------------------------------------------------------------------------------------------|
| Students will write:     | LACC.910.W.1.1-1e | • analyze various accounts of the same subject/theme  
• demonstrate understanding of the subject under investigation  
• conduct research based on focus questions  
• assess and integrate relevant information from print and digital sources while avoiding plagiarism |
| 4-6 analyses to inform & explain | LACC.910.W.1.2-2f | • analyze various accounts of the same subject/theme  
• demonstrate understanding of the subject under investigation  
• conduct research based on focus questions  
• assess and integrate relevant information from print and digital sources while avoiding plagiarism |
| a narrative to convey experiences | LACC.910.W.1.3-3e | • analyze various accounts of the same subject/theme  
• demonstrate understanding of the subject under investigation  
• conduct research based on focus questions  
• assess and integrate relevant information from print and digital sources while avoiding plagiarism |
| | LACC.910.W.2.4-6 | • analyze various accounts of the same subject/theme  
• demonstrate understanding of the subject under investigation  
• conduct research based on focus questions  
• assess and integrate relevant information from print and digital sources while avoiding plagiarism |
| | LACC.910.W.4.10 | • analyze various accounts of the same subject/theme  
• demonstrate understanding of the subject under investigation  
• conduct research based on focus questions  
• assess and integrate relevant information from print and digital sources while avoiding plagiarism |

- argument/bias  
- audience  
- cohesion  
- dialect  
- dialogue  
- ethos, logos, pathos  
- evidence  
- narrative  
- thesis  
- writing process  
- writer's purpose

| Research | LACC.910.W.3.7-8 | • analyze various accounts of the same subject/theme  
• demonstrate understanding of the subject under investigation  
• conduct research based on focus questions  
• assess and integrate relevant information from print and digital sources while avoiding plagiarism |
|-----------|-----------------|-----------------------------------------------------------------------------------------------|
|           | LACC.910.W.3.9-9b | • analyze various accounts of the same subject/theme  
• demonstrate understanding of the subject under investigation  
• conduct research based on focus questions  
• assess and integrate relevant information from print and digital sources while avoiding plagiarism |
|           | LACC.910.L.2.3a | • analyze various accounts of the same subject/theme  
• demonstrate understanding of the subject under investigation  
• conduct research based on focus questions  
• assess and integrate relevant information from print and digital sources while avoiding plagiarism |
|           | LACC.910.L.1.2-2c | • analyze various accounts of the same subject/theme  
• demonstrate understanding of the subject under investigation  
• conduct research based on focus questions  
• assess and integrate relevant information from print and digital sources while avoiding plagiarism |

- analysis  
- annotated bibliography  
- central question  
- credibility  
- MLA/APA  
- paraphrase  
- plagiarism  
- parenthetical documentation  
- primary and secondary sources  
- synthesize  
- textual evidence

| Study & Apply Grammar | LACC.910.L.1.1-1b | • demonstrate command of conventions of standard English grammar and usage, capitalization, punctuation and spelling when writing or speaking  
• apply knowledge of language functions in different contexts, and make effective choices for meaning and style |
|-----------------------|------------------|-----------------------------------------------------------------------------------------------|
|                       | LACC.910.L.1.2-2c | • demonstrate command of conventions of standard English grammar and usage, capitalization, punctuation and spelling when writing or speaking  
• apply knowledge of language functions in different contexts, and make effective choices for meaning and style |

- clauses  
- parallel structure  
- phrases  
- punctuation terminology

| Study & Apply Vocabulary | LACC.910.L.3.4-4d | • clarify the meaning of unknown and multiple-meaning words and phrases  
• demonstrate understanding of figurative language, word relationships, and nuances in word meanings  
• acquire and use general academic and domain-specific words and phrases for reading, writing, speaking, and listening |
|--------------------------|------------------|-----------------------------------------------------------------------------------------------|
|                         | LACC.910.L.3.5-5b | • clarify the meaning of unknown and multiple-meaning words and phrases  
• demonstrate understanding of figurative language, word relationships, and nuances in word meanings  
• acquire and use general academic and domain-specific words and phrases for reading, writing, speaking, and listening |
|                         | LACC.910.L.3.6   | • clarify the meaning of unknown and multiple-meaning words and phrases  
• demonstrate understanding of figurative language, word relationships, and nuances in word meanings  
• acquire and use general academic and domain-specific words and phrases for reading, writing, speaking, and listening |

- affixes and word parts  
- connotation  
- context clues  
- denotation  
- nuance  
- etymology  
- figures of speech

| Discussion & Collaboration | LACC.910.SL.1.1-1d | • engage in a range of collaborative discussions, building on others' ideas, while persuasively expressing their own  
• evaluate, integrate, and synthesize information presented in a variety of different media and formats  
• listen to and evaluate a variety of speakers with diverse perspectives and respond thoughtfully to each |
|---------------------------|-------------------|-----------------------------------------------------------------------------------------------|
|                           | LACC.910.SL.1.3   | • engage in a range of collaborative discussions, building on others' ideas, while persuasively expressing their own  
• evaluate, integrate, and synthesize information presented in a variety of different media and formats  
• listen to and evaluate a variety of speakers with diverse perspectives and respond thoughtfully to each |
|                           | LACC.910.W.2.6    | • engage in a range of collaborative discussions, building on others' ideas, while persuasively expressing their own  
• evaluate, integrate, and synthesize information presented in a variety of different media and formats  
• listen to and evaluate a variety of speakers with diverse perspectives and respond thoughtfully to each |

- distorted evidence  
- elaborate  
- fallacious reasoning  
- integrate  
- justify  
- rhetoric

| Present Knowledge & Ideas | LACC.910.L.2.3 | • create and organize presentations that follow a line of reasoning appropriate to task, audience and purpose  
• strategically use digital media and visual displays to express information and enhance presentation  
• adapt speech for a variety of contexts & tasks |
|---------------------------|----------------|-----------------------------------------------------------------------------------------------|
|                           | LACC.910.W.2.6  | • create and organize presentations that follow a line of reasoning appropriate to task, audience and purpose  
• strategically use digital media and visual displays to express information and enhance presentation  
• adapt speech for a variety of contexts & tasks |
|                           | LACC.910.SL.1.2 | • create and organize presentations that follow a line of reasoning appropriate to task, audience and purpose  
• strategically use digital media and visual displays to express information and enhance presentation  
• adapt speech for a variety of contexts & tasks |
|                           | LACC.910.SL.2.4-6 | • create and organize presentations that follow a line of reasoning appropriate to task, audience and purpose  
• strategically use digital media and visual displays to express information and enhance presentation  
• adapt speech for a variety of contexts & tasks |

- media

► All reading, writing, and research should be topically and thematically related to the extended text.
### Guiding Questions
1. How has a history of slavery, oppression and injustice affected and shaped individual, cultural and global views on freedom?
2. How has the United States historically responded to threats against personal freedom (include both domestic and abroad as well as cultural and gender considerations)?
3. How does informational text offer insight into the human condition and serve as a model for students’ own thinking and writing?

### Reading Literary Text
**Prose**
- Excerpt from *Invisible Man* by Ellison
  Connection to Narrative Life: individual liberties and identity
- Excerpt from *The Adventures of Huckleberry Finn* by Mark Twain
  Connection to Narrative Life: ideologies and consequences of slavery
- “A Walk to the Jetty” by Kincaid
  Connection to Narrative Life: gender roles, rights and relations

**Poems & Lyrics**
- “Old Song” traditional
  Connection to Narrative Life: individual liberties and identity
- “Frederick Douglass” by Dunbar
  Connection to Narrative Life: ideologies and consequences of slavery

### Reading Informational Text
**Extended Text**
- *Narrative of the Life of Frederick Douglass, A Slave* by Frederick Douglass

**Speeches**
- Address to the Ohio Women’s Rights Convention—Truth
  Connection to Narrative Life: gender roles, rights and relations

**U.S. Historical Document**
- Emancipation Proclamation—Lincoln
  Connection to Narrative Life: individual liberties and identity

### Writing Types & Purposes
**Routine Writing**
1. Short constructed responses to text-dependent questions (contextual, text structure, content, vocabulary, thematic connections, etc.)
2. Summaries generated from class discussion, notes and reading
3. Journal reflections of personal reactions to the actions and decisions made within text
4. Dialectical/Double Entry Journals

**Analyses** (use textual evidence to support writing)
1. Write to explain the effect that slavery has had on American society.
2. Explain how issues of oppression still exist within American society.
3. RAFT (Role, Audience, Format, Topic):
   - Assuming the role of a Union soldier, write a letter (format) to your Confederate family (audience) explaining why you’ve chosen to fight in support of the Union’s vision for the country (topic).

**Narrative**
1. Write a personal narrative about a freedom you feel is worth fighting for.
2. Write a personal narrative about a freedom you most value.

### Research
1. In what ways could a system of organized slavery become operative again in the United States? 2. Consider the personal freedoms that you most value, then research and report on the manner in which they were afforded and came to be. Who were the champions of the effort, the naysayers opposing it and the biggest obstacles that had to be overcome?

### Study & Apply Grammar
- PLC-determined focus
- Student, self & peer editing
- Image Grammar – painting with participles & action verbs

### Study & Apply Vocabulary
- PLC-determined Focus
- Maintain a vocabulary log of the jargon and dialect of the time period.
- Create biopoems of unknown words. (www.nwp.org)

### Discussion & Collaboration
- Based on multiple intelligence surveys, groups will collaborate on a multiple-intelligence-based project reflecting the themes/ideas of the time period.
  (Ex.: Musical – Create a slave song/spiritual; Linguistic – Write a letter to the mayor stating you opinion on segregation in your community; Visual – create a Jim Crow law campaign.)

### Present Knowledge & Ideas
- Students will present their multiple intelligence projects to the class explaining how their presentations relate and support the thematic and topical discussions of the unit.
## Extended Texts

**Informational**
- *Narrative of the Life of Frederick Douglass, An American Slave* by Frederick Douglass (e/p)
- *Up from Slavery* by Booker T. Washington (e/p)
- *The Souls of Black Folk* by W.E.B. Du Bois * (e/p)
- *I Know Why the Caged Bird Sings* by Maya Angelou (excerpt in Anthology of African-American Literature by Prentice Hall)
- *A Room of One's Own* by Virginia Woolf
- *A Vindication of the Rights of Women* by Mary Wollstonecraft
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston

**U.S. Historical Documents**
- Address to the Ohio Women’s Rights Convention—speech by Sojourner Truth *(in Anthology of African-American Literature by Prentice Hall)*
- Letter to Thomas Jefferson by Benjamin Banneker *(in Anthology of African-American Literature by Prentice Hall)*
- Emancipation Proclamation, January 1, 1863 *(www.archives.gov)*
- Declaration of Independence July 31, 1863 *(www.archives.gov)*
- Gettysburg Address, November 19, 1863 *(www.archives.gov)*

**Essays**
- Chapter 4: Of Slavery from *Second Treatise of Government* by John Locke (e/p)
- Life Stories: Profiles of Black New Yorkers During Slavery and Emancipation (e/p)

**Short Fictional Texts**
- Excerpt from *A Walk to the Jetty* by Jamaica Kincaid*
- “Desiree’s Baby” by Chopin *(e/p)*
- “Frederick Douglass” by Paul Lawrence Dunbar *(in Anthology of African-American Literature by Prentice Hall)*
- “Frederick Douglass” by Robert Hayden * (e/p)
- “Africa” by David Diop*
- “Old Song” Traditional*

**Short Stories**
- Excerpt from *To Kill a Mockingbird* by Harper Lee
- The Adventures of *Huckleberry Finn* by Twain
- *Invisible Man* by Ralph Ellison
- *Cry, the Beloved Country* by Alan Paton
- *Animal Farm* by George Orwell

## Additional Sources

**Visual Media**
- Pictures of Jim Crow laws

**Web Resources**
- www.archives.gov
- www.nwp.org
- www.loc.gov

## Possible Writing Activities

**Routine Writing**
1. Summaries generated from class discussion, notes and reading.
2. Journal reflections of personal reactions to the actions and decisions made within text.
3. Dialectical/Double Entry Journals

**Analyses**
1. Using evidence from the texts, write to explain the effect that slavery has had on American society.
2. Using evidence from the texts, explain how issues of oppression still exist within American society.
3. RAFTs (Role, Audience, Format, Topic)

**Narrative**
1. Write a personal narrative about a freedom you feel is worth fighting for.
2. Write a personal narrative about a freedom you most value.
### Essential Questions
1. How does world literature offer insight into the human condition and serve as a model for students' own thinking and writing?
2. How does the reading and analysis of world literature build a reservoir of literary and cultural knowledge for the English 2 student?
3. How does technology connect speaking, listening, reading and writing so that students are adaptable to changes in modalities?
4. How does research enable students to gather, synthesize, and apply information to their own thinking and writing?

### MEASUREMENT TOPICS | STANDARDS | Students Will… | LEARNING TARGETS/SKILLS | ACADEMIC LANGUAGE
--- | --- | --- | --- | ---
**Reading Literary Text**
Students will read:
- a world literary *extended* text
- 2-3 short world literary texts
LACC.910.RL.1.1-3  
LACC.910.RL.2.4-6  
LACC.910.RL.3.7  
LACC.910.RL.3.9  
LACC.910.RL.4.10  
- assess how point of view and author’s purpose shape content, drawing inferences from close reading  
- analyze, compare and build knowledge using two or more texts that address similar themes  
- analyze literary text structure and development (including characters)
- *analyze*  
- *inference*  
- *author’s purpose*  
- *theme*  
- *central idea*  
- *figurative language*  
- *literary terms*  
- *plot*  
- *point of view*  
- *text structure*  
- *textual evidence*

**Reading Informational Text**
Students will read:
- 1-2 short informational texts
LACC.910.RI.1.1-3  
LACC.910.RI.2.4-6  
LACC.910.RI.3.7-9  
LACC.910.RI.4.10  
- analyze, compare and build knowledge using multiple texts that address similar topics  
- cite strong and thorough textual evidence to support textual analysis  
- analyze how author’s purpose & point of view shape content and style, drawing inferences from close reading
- *author’s purpose*  
- *diction*  
- *ethos, logos, pathos*  
- *genres*  
- *summary*  
- *organizational/text patterns*  
- *satire*

**Writing Types & Purposes**
Students will write:
- routinely to develop & convey understanding  
- 4-6 analyses to inform & explain  
- a narrative to convey experiences
LACC.910.L.2.3a  
LACC.910.W.1.1-1e  
LACC.910.W.1.2-2f  
LACC.910.W.1.3-3e  
LACC.910.W.2.4-6  
LACC.910.W.4.10  
- produce clear, coherent writing appropriate to task, audience and purpose  
- clearly convey complex ideas/information through the organization and analysis of content  
- produce writing using technology
- *argument/bias*  
- *audience*  
- *cohesion*  
- *dialect*  
- *dialogue*  
- *ethos, logos, pathos*  
- *evidence*  
- *narrative*  
- *thesis*  
- *writing process*  
- *writer’s purpose*

**Research**
LACC.910.W.3.7-8  
LACC.910.W.3.9-9b  
LACC.910.L.2.3a  
LACC.910.SL.1.2  
- analyze various accounts of the same subject/theme  
- demonstrate understanding of the subject under investigation  
- conduct research based on focus questions  
- assess and integrate relevant information from print and digital sources while avoiding plagiarism
- *analysis*  
- *annotated bibliography*  
- *central question*  
- *credibility*  
- *MLA/APA*  
- *paraphrase*  
- *plagiarism*  
- *parenthetical documentation*  
- *primary and secondary sources*  
- *synthesize*  
- *textual evidence*

**Study & Apply Grammar**
LACC.910.L.1.1-1b  
LACC.910.L.1.2-2c  
- demonstrate command of conventions of standard English grammar and usage, capitalization, punctuation and spelling when writing or speaking  
- apply knowledge of language functions in different contexts, and make effective choices for meaning and style
- *clauses*  
- *parallel structure*  
- *phrases*  
- *punctuation terminology*
## Study & Apply Vocabulary

<table>
<thead>
<tr>
<th>LACC.910.L.3.4-4d</th>
<th>clarify the meaning of unknown and multiple-meaning words and phrases</th>
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<td>LACC.910.L.3.5-5b</td>
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<td>LACC.910.L.3.6</td>
<td>acquire and use general academic and domain-specific words and phrases for reading, writing, speaking, and listening</td>
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- affixes and word parts
- connotation
- context clues
- denotation
- etymology
- figures of speech
- nuances

## Discussion & Collaboration

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<td>listen to and evaluate a variety of speakers with diverse perspectives and respond thoughtfully to each</td>
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- distorted evidence
- elaborate
- fallacious reasoning
- integrate
- justify
- rhetoric

## Present Knowledge & Ideas

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<th>create and organize presentations that follow a line of reasoning appropriate to task, audience and purpose</th>
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<td>LACC.910.W.2.6</td>
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- media

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> All reading, writing, and research should be topically and thematically related to the extended text.

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### ENGLISH 2 -QUARTER 4- CURRICULUM MAP

**Essential Questions**

1. How does informational text offer insight into the human condition and serve as a model for students’ own thinking and writing?
2. How does the reading and analysis of U.S. historical documents build a reservoir of literary and cultural knowledge for the English 2 student?
3. How does technology connect speaking, listening, reading and writing so that students are adaptable to changes in modalities?
4. How does research enable students to gather, synthesize, and apply information to their own thinking and writing?

<table>
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<tr>
<th>MEASUREMENT TOPICS</th>
<th>STANDARDS</th>
<th>Students Will…</th>
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<td>LACC.910.RL.1.1-3</td>
<td>analyze, compare and build knowledge using two or more texts that address similar themes</td>
<td>- analyze - inference - author’s purpose - theme - central idea - figurative language - literary terms - plot - point of view - text structure - textual evidence</td>
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<tr>
<td>• 2-3 short literary texts</td>
<td>LACC.910.RL.2.4-6</td>
<td>analyze literary text structure and development (including characters)</td>
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<td>LACC.910.RL.3.7</td>
<td>demonstrate understanding of literary texts through inferences based on close reading</td>
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<td>LACC.910.RL.3.9</td>
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<td>LACC.910.RI.4.10</td>
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<td>Writing Types &amp; Purposes</td>
<td>LACC.910.L.2.3a</td>
<td>produce clear, coherent and appropriate writing</td>
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<td>-dialogue -ethos, logos,</td>
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