

# Curriculum Map

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| <b>Course Title: English 2</b> | <b>Semester: 1</b> | <b>Academic Year:</b> |
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**Essential Questions for this Quarter:**

| Unit/Time Frame | Standards | Content | Skills | Assessment | Resources |
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| Vocabulary: Every other week, all semester long | <p>LA 10.1.5.a</p> <p>LA 10.1.5.c</p> <p>LA 10.1.5.d</p> <p>LA 10.1.5.e</p> | <p>Every two weeks students are given 5 new vocabulary words used in sentences. Together we analyze the structure of the word and context clues within the sentence to determine the meaning of that word. Students then identify synonyms of these words, use the word in a sentence of their own, and draw a picture or symbol that represents that word. Discuss the impacts of this word compared to using its synonyms. After four sessions of vocab students are tested on their new understanding of the words.</p> | <p>Apply word analysis strategies to determine the meaning of unknown and multiple meaning words to improve comprehension and writing.</p> <p>Acquire new academic and content specific grade level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>Use semantic relationships to analyze the impact of word choices on meaning and tone to aid comprehension and improve writing.</p> <p>Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p> | <p>Filled out vocabulary charts</p> <p>Vocabulary test at the end of four sessions</p>                                                         | Vocabulary charts |
| <i>Lord of the Flies Unit</i>                   | LA 10.1.4.b                                                                 | <p>Read <i>Lord of The Flies</i> on your own, as a group, in a small group while noting important details and filling our reading guides throughout the novel.</p>                                                                                                                                                                                                                                                                                                                                                         | <p>Adjust reading strategies to persevere through text of increasing length and difficulty.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Act as a campaign manager for one of the character's in the book. Create a campaign poster and write a campaign speech that gives three</p> |                   |

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|  | <p>LA 10.1.6.a<br/>LA 10.1.6.b<br/>LA 10.1.6.c</p> | <p>Read about the time period during which William Golding wrote <i>Lord of the Flies</i>. Discuss the influences on the novel and the message Golding was trying to convey. Take a close look at characterization, setting, plot development, internal and external conflicts and themes by finding evidence of each throughout the novel. Analyze the use of simile, metaphor, personification, symbolism, and irony through the sticky note activity and examination of important quotes.</p> | <p>Evaluate meaning, reliability, and validity of the text. Analyze and evaluate elements of literary text. Analyze the function and effects of literary devices.</p> | <p>reasons that character should be chief of the island.</p> |  |
|  | <p>LA 10.1.6.d<br/>LA 10.1.6.f</p>                 | <p>Read several psychology articles about mob mentality and connect those ideas to <i>Lord of the Flies</i>. Discuss what the author has to say about this particular topic.</p>                                                                                                                                                                                                                                                                                                                 | <p>Summarize and analyze themes between literary and informational work. Interpret and evaluate information to support comprehension.</p>                             |                                                              |  |
|  | <p>LA 10.1.6.g<br/>LA 10.1.6.l<br/>LA 10.1.6.m</p> | <p>Read background articles on William Golding and The Cold War. Discuss different types of</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Cite textual evidence and evaluate the effects of historical, cultural, biographical and political influences. Build background knowledge.</p>                     |                                                              |  |

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|  | <p>LA 10.1.6.i</p><br><p>LA 10.1.6.n<br/>LA 10.1.6.o</p><br><p>LA 10.2.1.a<br/>LA 10.2.1.b</p> | <p>government and decide which type of government each of the four main characters might represent.</p> <p>Use the novel to answer study guide questions, complete journals, and finish critical thinking worksheets. Stand in each character's shoes to view the situation from his perspective.</p> <p>Make predictions at the end of each chapter. Use evidence from the text to back up what you believe will happen next. Find evidence to support ideas for possible themes. Create a visual representation of the beast based on details from the novel.</p> <p>Answer journal questions by seeing the situation through the eyes of characters. Write a campaign speech citing three reasons a particular character should be chief.</p> | <p>Construct and/or answer literal, inferential, critical, and interpretive questions.</p><br><p>Formulate and justify inferences with text evidence. Demonstrate an understanding of text through reflection: writing, artistic representation etc.</p><br><p>Use multiple writing strategies to investigate. Generate a draft that conveys complex ideas and critical thinking.</p> |  |  |
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|                         | LA 10.2.1.d<br>LA 10.2.1.g<br>LA 10.2.1.h<br><br>LA 10.3.1.a<br>LA 10.3.1.b<br>LA 10.3.1.c<br>LA 10.3.1.d<br>LA 10.3.1.e<br>LA 10.3.1.f<br>LA 10.3.2.a<br>LA 10.3.3.a | While journaling apply the rules of structure, grammar, punctuation, and spelling to create neat and easy to read responses.<br><br>Act as campaign manager for one of the character's from the novel. Write a campaign speech citing at least three logical reasons your character should be chief. Create a convincing campaign poster and present all of this to the class. Those not presenting are listening and ready to vote by explaining who they chose and why. | Apply rules of grammar and paragraph formation. Adjust the writing process to persevere. Proofread and edit writing.<br><br>Communicate information in a clear, concise manner, adjust speaking techniques depending on the purpose, select and use appropriate visuals, convey a perspective with clear reasoning, ask pertinent questions, anticipate opposing perspectives, utilize active listening skills, integrate professional etiquette. |                                                                                           |  |
| Persuasive Writing Unit | LA 10.1.3.a                                                                                                                                                           | Students will write a persuasive paper by using vivid verbs and concrete nouns through practice in description and identification in other papers.                                                                                                                                                                                                                                                                                                                        | Know and apply phonetic and structural analysis when reading, writing, and spelling grade level text.                                                                                                                                                                                                                                                                                                                                             | Students will write a persuasive paper containing at least three reasons, with backup, to |  |

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|  | <p>LA 10.1.6.c</p><br><p>LA 10.2.1.a<br/>LA 10.2.1.b<br/>LA 10.2.1.c<br/>LA 10.2.1.d<br/>LA 10.2.1.e<br/>LA 10.2.1.f<br/>LA 10.2.1.g<br/>LA 10.2.1.h<br/>LA 10.2.1.i<br/>LA 10.2.1.j<br/>LA 10.2.2.a<br/>LA 10.2.2.b<br/>LA 10.2.2.d</p> | <p>Examine the uses of literary devices in persuasion and practice applying them in writing to strengthen persuasion.</p> <p>Write several sentences describing a scene (show don't tell). Practice two organizational strategies (inductive and deductive organization), practice writing strong introductions and conclusions that come full circle, back up all generalizations with evidence, write counterarguments and anticipate the other sides argument, practice writing 2 part thesis statements, draft a 3 paragraph argument then add an introduction and conclusion. Edit and revise in groups and alone for vivid verbs, concrete nouns, literary devices, grammar, structure, spelling and punctuation. Publish a final copy of the persuasive paper.</p> | <p>Analyze the function of and use literary devices such as antithesis, parallelism, alliteration and anaphora</p> <p>Use multiple writing strategies to generate ideas.<br/>Generate a draft that conveys complex ideas and critical thinking.<br/>Apply rules of grammar and paragraph formation.<br/>Revise to improve writing.<br/>Adjust writing processes to complete the task.<br/>Proofread and edit for format and conventions.<br/>Publish a legible and readable document.<br/>Communicate information and ideas effectively.<br/>Provide evidence to support analysis.<br/>Use precise word choice and vocabulary.</p> | <p>support their argument.</p> |  |
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|                  | LA 10.3.2.b<br>LA 10.3.3.b                               | Evaluate newspaper and magazine advertisements for ethos, logos, and pathos. Create an advertisement for cereal containing at least two of the appeals.                                                                                                                                                                                                                                                                                                                                                                       | Analyze the purpose of information presented in media and evaluate its motives.<br><br>Demonstrate awareness of and sensitivity to the appropriate use of words. (connotations, subtleties)                                           |                                                                                                                  |  |
| Scary Story Unit | LA 10.1.6.b<br>LA 10.1.6.c<br>LA 10.1.6.j<br>LA 10.1.6.n | Read <i>I'm Coming Down Now</i> , <i>The Tell Tale Heart</i> , <i>The Judge's House</i> , and <i>Jack O' Lantern</i> . Discuss and analyze characters, plot, setting, details and point of view in each story. Pay close attention to literary devices and determine what makes a scary story scary. Determine whether these stories are scary and what changes we could make to them to improve them. While reading stop often and make predictions about what will happen next based on evidence found in the story so far. | Analyze and evaluate elements of literary text and the function of the use of literary devices.<br><br>Apply knowledge of organizational patterns to comprehend the text.<br><br>Formulate and justify inferences with text evidence. | Students will write their own scary stories, using the elements we have discussed and present them to the class. |  |

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|  | <p>LA 10.1.6.d<br/>LA 10.1.6.l</p><br><br><br><br><br><br><br><br><br><br><br><br><p>LA 10.2.1.a<br/>LA 10.2.1.b<br/>LA 10.2.1.d<br/>LA 10.2.2.d<br/>LA 10.2.2.e<br/>LA 10.3.1.b<br/>LA 10.3.2.a</p> | <p>Research Edgar Allan Poe, cite sources and determine their reliability. Make connections between Poe's life and his stories. Research supernatural creatures and when they first appeared in literature. What impact did these new stories have?</p> <p>Based on the scary stories we have read and elements we have discussed write a beginning, middle, or end of a scary story. Based on the scary stories we have read and elements we have discussed write a scary story of your own. Present the scary story to the class in a dramatic reading.</p> | <p>Summarize, analyze and synthesize the themes and main ideas between literary and informational work.</p> <p>Build background knowledge and activate prior knowledge to clarify text and deepen understanding.</p> <p>Use multiple writing strategies to organize information and guide writing. Generate a draft. Apply rules of grammar and paragraph formation. Use precise word choice and vocabulary. Analyze various mentor texts to create a similar piece. Demonstrate and adjust speaking techniques. Select and utilize attentive listening skills.</p> |  |  |
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| <p>Research Writing and Punctuation Unit</p> | <p>LA 10.2.1.a<br/>LA 10.2.1.b<br/>LA 10.2.1.c<br/>LA 10.2.1.d<br/>LA 10.2.1.e<br/>LA 10.2.1.f<br/>LA 10.2.1.g<br/>LA 10.2.1.h</p> | <p>Analyze websites to determine reliability and usefulness by going over several evaluation methods. Practice citing sources in text and on a works cited page and introduce students to</p> | <p>Organize information, generate a draft, use evidence from multiple sources, apply standard rules of grammar and paragraph formation, revise to improve writing, provide feedback to other writers, proofread and edit throughout, avoid plagiarism, publish a legible document,</p> | <p>Students will write a research paper, with citations, using credible sources and correct punctuation, grammar and</p> |  |
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|  | <p>LA 10.2.1.i<br/>LA 10.2.1.j<br/>LA 10.2.2.a<br/>LA 10.2.2.b<br/>LA 10.2.2.c<br/>LA 10.2.2.d<br/>LA 10.2.2.e</p> <p>LA 10.4.1.a<br/>LA 10.4.1.b<br/>LA 10.4.2.a<br/>LA 10.4.2.b</p> | <p>online citation help such as Knight Cite. Practice, through several short writing exercises, incorporating research into the paper so it flows smoothly. Review the use of common punctuation such as periods, commas, apostrophes, semi-colons etc. Draft a research paper from research notes then proofread alone and with the help of classmates. Finish and hand in a neat, easy to read paper with clear citations.</p> <p>Discuss ways to evaluate research information, especially online research, to determine whether it is reliable, credible, and useful. Practice citing these sources and summarizing or paraphrasing to incorporate them into the research paper. Talk about MLA format and discuss the different places to find that information and online help with citations.</p> | <p>communicate ideas effectively, provide evidence to support analysis, conduct a research project, use precise word choice, analyze mentor texts to create a similar piece.</p> <p>Locate, organize, analyze, evaluate and synthesize information to defend conclusions.</p> <p>Demonstrate ethical use of information by appropriately quoting or paraphrasing and citing sources.</p> <p>Practice safe and ethical behaviors when researching.</p> <p>Use appropriate digital tools.</p> | <p>spelling.</p> |  |
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