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| English II Curriculum and Unit Guides  2013 - 2014 |

**This is a *suggested* curriculum guide with supplementary unit guides**

**to teach English II Common Core Standards.**

**This document is not intended as a mandated curriculum**

**but as a starting point for planning a year’s instruction.**

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BCS English II CCSS Curriculum Guide

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| **Unit 1 – Personal Journey** (4-5 wks)   * RL 1 – Inferences/evidence * RL 2 – Central ideas/themes/summary * RI 1 – Inferences/evidence * RI 2 – Central ideas/themes/summary * W3 – Write Narrative * W4 – Clear, Coherent Writing (Paragraph Structure) * W5 – Plan, Revise, Edit | **Unit 2 – The Art of Persuasion** (4-5 wks)  (4 wks)   * RL 6 - Point of view/ Purpose * RL 8 – Arguments/ Evidence * RI 4 – Vocabulary/ Word Choice * RI 5 – Text Structure/ Organization * RI 8 – Arguments/ Evidence * W1 - Write arguments * W4 - Clear/coherent writing (Essay) * SL 3 – Point of View * L 3 – Style/ Effective Language Choices |
| **Unit 3 – Humanity vs. Inhumanity Texts** RL 1 – Inferences/evidence   * RL 2 – Central ideas/themes/summary * RL 3 – Individuals/events/ideas * RL 4 – Vocabulary/word choice * RI 1 – Inferences/evidence * RI 2 – Central ideas/themes/summary * RI 3 – Individuals/events/ideas * RI 4 – Vocabulary/word choice | **Unit 4 – Toward a Better World, A Research Unit** (4-5 wks)   * RL 4 – Vocabulary/ Word Choice * RL 7 – Content in Diverse Media * RI 6 – Point of View/ Purpose * RI 9 – Comparison of Texts and Authors * W7 – Conduct research * W8 – Gather/synthesize information * SL 2 – Content in Diverse Media   SL 4 – Present Findings |

Key to Common Core Strand Abbreviations RL – Reading Literature RI - Reading Informational Text

W – Writing L – Language SL – Speaking and Listening

English II Curriculum Guide

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| Foundation Standards  **Foundation Standards are designated Common Core State Standards**  **to be taught continually, throughout the semester, in all units of study.** |

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| English II Foundation Standards   * L4 - Vocabulary Strategies * L1 - Standard English Grammar * L2 - Standard English Mechanics * L3 - Style/effective language choices * SL 1 -Academic discourse/collaboration * RL/RI 10 - Complex Text * W10 -Write Routinely * W4 - Clear and coherent writing * L6 - Academic Domain Specific Vocabulary * W6 – Use Technology |

BCS English II CCSS Unit 1: Personal Journey

Grade Level: 10th Time Span: 4-5 weeks

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| **Unit Overview:** In this unit, students will study the journeys of fiction and non-fiction characters in order to better understand our own journeys. |

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| CCSS  Grade Specific Standards:*emphasized/assessed in this unit of study* | * RL 1 – Inferences/evidence * RL 2 – Central ideas/themes/summary * Rl 5 – Text Structure/ Organization * RI 1 – Inferences/evidence * RI 2 – Central ideas/themes/summary   W3 – Write Narrative   * W4 – Clear, Coherent Writing (Paragraph Structure) * W5 – Plan, Revise, Edit | |
| Suggested  Anchor Texts:  [**Lesson Link**](https://docs.google.com/a/bcsemail.org/document/d/1-bfUEoP2UJWt4T7lRAuwwMeRis9pCqoIEMXDLvWoCdE/edit) **contains lessons using these and other texts.** | *One* of the following:   * *The Alchemist* by Paulo Coelho * *All Quiet on the Western Front* by Erich Remarque * *Kaffir Boy* by Mark Mathabane * *Life of Pi,* by Yann Martel * *Things Fall Apart* by Chinua Achebe (could possibly fit under Inhumanity vs Humanity) * *A Thousand Splendid Suns* by Khaled Hosseini | |
| Companion Texts  Literature:  Ex:  Poetry  Short Story,  Novel Excerpt | * “I Dwell in Possibility” Emily Dickinson * “Blessing the Boats” Lucille Clifton * “Variation on a Theme” Rilke * “Who Makes the Journey” Cathy Song (HM Text) * “I am Not the One Who Left the Land” Anna Akhanatova * *Epic of Gilgamseh,* excerpts * *“*The Teacher Who Changed My Life” Nicholas Cage * “Breaking Down Barriers” Adam Piore * “Getting From There to Here” * *Farewell to Manzanar,* excerpt, Jeanne Wakatsuki and James Houston * *The Metamorphosis* by Franz Kafka | Activity/Strategy/Formative Assessment:   * Text Annotation * Guided Reading Notes * Active Reading * Quizzes * Class discussion * Exit slips * Informal writing/Journal writing * Narrative writing |
| Companion Texts  Informational:  Ex:  U.S.Documents  Speeches  News Articles  Infographics  Political Cartoon  Autobiography  Journal | * “Doing Nothing is Something” by Anna Quindlen (HM Textbook) * “On Nuclear Disarmament” by Carl Sagan (HM Textbook) * “The Question of South Africa” by Desmond Tutu (HM Textbook) | Activity/Strategy/Formative Assessment:   * Guided Reading Notes * Active Reading * Class discussion * Informal writing/Journal writing * Personal Narrative writing * Group presentations |
| Companion Texts  Media:  Ex:  Art/Painting  Music  Images  Advertisements  Video/Audio Clips | * Voice Thread Exemplars * *The Princess Bride* * *Hotel Rwanda* (Could also fit under inhumanity vs humanity) * “The Martyrdom of Saint Barbara” by Lucas Cranach the Elder (Painting) * “Les Memoirs du Temps” by Andre Martins De Barros <http://www.artmajeur.com/en/art-gallery/andre-martins-de-barros/5562/les-miroirs-du-temps/100564> | Activity/Strategy/Formative Assessment:   * Class discussion * Journal writing * Double-column notes |
| Writing: | * Narrative of a personal journey (either their own or a family member’s) * Paragraph Development | Activity/Strategy/Formative Assessment:   * Thinking Maps * Outlining * Edit and revision * Condense a grade level story of a personal journey down into a children’s book version. |
| Speaking/Listening: | * Story telling * Potentially go to middle/elementary school to tell the children’s story they have written (or invite those students to the high school or use the daycare if there is one on the high school’s campus) | |
| Language/ Academic Vocabulary: | Topic Sentence, evidence, analysis, conclusion statement, narrative, inference, theme, coherent, text structure terminology (Informational, argumentative etc.), Terms from applicable Common Core Standards. | |
| Technology/ Multi-media: | VoiceThread of a Narrative  Use some form of digital media like flipsnack, prezi, storybird, discovery boards, etc to tell their personal journey or to relate a journey they have read about.  Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. | |

BCS ELA CCSS Unit 2: The Art of Persuasion

Grade Level: English II Time Span: 4-5 weeks

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| **Unit Overview:** How can we convince others that we are right? Students will explore the use of rhetoric in literature and rhetoric so that they will be able to develop their own persuasive arguments. |

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| CCSS  Grade Specific Standards:  *emphasized/ assessed in this unit of study* | * RL 6 - Point of view/ Purpose * SL 3 – Point of View * L 3 – Style/ Effective Language Choices * RL 8 – Arguments/ Evidence * RI 4 – Vocabulary/ Word Choice * RI 5 – Text Structure/ Organization * RI 8 – Arguments/ Evidence * W1 - Write arguments * W4 - Clear/coherent writing (Essay) | |
| Anchor Text:  [**Lesson Link**](https://docs.google.com/a/bcsemail.org/document/d/1-bfUEoP2UJWt4T7lRAuwwMeRis9pCqoIEMXDLvWoCdE/edit) **contains lessons using these and other texts.** | * *Julius Caesar* * *Cyrano de Bergerac* * *A Doll’s House* * *Les Miserables* | Activity/Strategy/Formative Assessment:   * Dramatic Readings * Historical Review * Debate |
| Companion Texts  Literature:  Ex:  Poetry  Short Story,  Novel Excerpt | * *Antigone* or *Oedipus,* Sophocles * “A Piece of String” Guy de Maupassant * “A Problem” Anton Chekhov * “Seize the Day” Horace * “Tell all the truth but tell it slant” Emily Dickinson * *The Analects* Confucius * Excerpts from *Cyrano de Bergerac* | Activity/Strategy/Formative Assessment:   * Quizzes * Class discussion * Study guide * Exit slip * Informal writing/journal writing * Text annotation * Guided reading notes * Active reading |
| Companion Texts  Informational:  U.S.  Documents  Speeches  News Articles  Infographics  Political Cartoon  Autobiography  Journal | * Excerpt from “I am an American Day Address” by Learned Hand (US seminal document, CCSS text exemplar) * “A Eulogy for Dr. Martin Luther King, JR.” --RFK * Request for a Declaration of War (1941)--FDR * “Professions for Women” Virginia Woolf * “The Cause of South Africa: C.S. King * Kelly Gallagher’s Articles of the week <http://kellygallagher.org/resources/articles.html> * <https://newsela.com/> | Activity/Strategy/Formative Assessment:   * Quizzes * Class discussion * Study guide * Exit slip * Informal writing/journal writing * Text annotation * Guided reading notes * Active reading * Debates |
| Companion Texts  Media:  Ex:  Art/Painting  Music  Images  Advertisements  Video/Audio Clips | * Assorted contemporary songs “Imagine” by John Lennon   “Live Like You Were Dying” by Tim McGraw  Website with multiple links to songs, rationale and explanations and other good stuff <http://literacymethods.wikispaces.com/Persuasive+Songs>   * Political Cartoons * Pull advertisements from magazines * Read, Write, Think video to introduce persuasive techniques (5 minutes) <http://www.readwritethink.org/classroom-resources/lesson-plans/video/persuasive-techniques-advertising-1166.html> * Ad Council commercials aimed at raising awareness and creating a better world. * Slideshare powerpoint contains video clip <http://www.slideshare.net/dianaknoll/logos-ethos-and-pathos-in-advertising> * <https://www.teachingchannel.org/videos/english-lesson-idea-speeches> | Activity/Strategy/Formative Assessment:   * Create a Political Cartoon * Create a song * Gallery walk (Put up advertisements and have studetns identify the persuasive technique(s) used.) <https://docs.google.com/document/d/1psKY7jm7qb7vvWpTdhlGM87bNYLvybngtxyqrXz-650/edit?usp=sharing> |
| Writing: | Persuasive Speech using rhetorical devices ( topics might include issues with dress code/uniforms, file sharing, cafeteria issues, cell phones in schools, birth control permission, etc.) | |
| Speaking/Listening: | * Classroom discussions * Perform scenes from selected drama * Presentation of speeches | |
| Language/ Academic Vocabulary: | Thesis, Body Paragraph, Point of View, Argumentative Writing, Point of View, Perspective, Style, Rhetoric, Dramatic Terms (Prologue, dramatic irony etc), Terms from applicable Common Core Standards, | |
| Technology/ Multi-media: | Use Web 2.0 tools to create political cartoon  Powerpoint or Prezi  Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. | |

BCS ELA CCSS Unit 3: Humanity vs. Inhumanity

Grade Level: English II Time Span: 4 weeks

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| **Unit Overview:** In this unit, students will study, through the timeless lenses of humanity and inhumanity, the horrors of war and its consequences for our world. |

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| CCSS  Grade Specific Standards:  *emphasized/assessed in this unit of study* | * RL3 – Individuals/ Events/ Ideas * RL 9 – Comparison of texts and authors * RI 3 – Individuals/ Events/ Ideas * RI 7 Content in Diverse Media * W2 – Write to Inform * W9 – Write to sources (Draw Evidence) * SL 5- Use Media * L5 – Figurative Language | |
| Suggested Anchor Texts:  [**Lesson Link**](https://docs.google.com/a/bcsemail.org/document/d/1-bfUEoP2UJWt4T7lRAuwwMeRis9pCqoIEMXDLvWoCdE/edit) **contains lessons using these and other texts.** | *Night*  *I Have Lived a Thousand Years*  *Iraqi Girl: Diary of a Teenage Girl in Iraq*  *Things Fall Apart* | |
| Companion Texts Literature:  Ex:  Poetry  Short Story,  Novel Excerpt | * “The Hangman” Maurice Ogden * “The Kaddish” * *Maus* by Art Spiegelman * Assorted Holocaust poetry * *The Book Thief* * “How Much Land Does a Man Need?” Tolstoy (HM Textbook) * “Civil Peace” Achebe * “Embroidery” Bradbury * “War” Piendello * “The Wrong Lunch Line” * “On Wiesel’s *Night*” by Thomas E. Thorton | Activity/Strategy/Formative Assessment:   * Quizzes * Class discussion * Study guide * Exit slip * Informal writing/journal writing * Text annotation * Guided reading notes * Active reading   Poetry Project using “On Wiesel’s *Night*”  <https://docs.google.com/document/d/1dZb6IBKCv6fHJaavMaX7UlurDCwInlQyhSGjU7d6gGA/edit?usp=sharing>  Unit Plan which includes *Night* and other resources  <http://files.eric.ed.gov/fulltext/ED410559.pdf> |
| Companion Texts  Informational:  Ex:  U.S.Documents  Speeches  News Articles  Infographics  Political Cartoon  Autobiography  Journal | * *Nazis Burning Books in Germany* (1935) (Holt McDougall Nonfiction Connections) * “The Perils of Indifference” Elie Wiesel * *from “*Affidavit Given at Nuremburg” 1946 Rudolf Hess * “Tolerance” Forester * Holocaust research articles * From *Sonya Tolstoy’s Diary* * Periodical accounts of current conflicts: Syria, Egypt, Darfur etc. * *The Courage to Care* | Activity/Strategy/Formative Assessment:   * Double Bubble Thinking Maps * Quizzes * Class discussion * Study guide * Exit slip * Informal writing/journal writing * Text annotation * Guided reading notes * Active reading * Work With Center for Diversity Education to meet a war survivor or witness |
| Companion Texts  Media:  Ex:  Art/Painting  Music  Images  Advertisements  Video/Audio Clips | * *Life is Beautiful* * *The Pianist* * *The Boy in the Striped Pajamas* * *Miracle at Midnight* * *Sophie’s Choice* * Oprah Winfrey’s interview of Elie Wiesel at Auschwitz (school tube) * Videos of current conflicts: Syria, Egypt, Darfur etc. * Song-“In Flanders Fields” * Song- “No Handlebars” Flobots (could also be used for the personal journey) <https://www.youtube.com/watch?v=HLUX0y4EptA> | Activity/Strategy/Formative Assessment:   * Class Discussion * Exit Slip * Journal writing * Guided reading/study guides * Text annotation * Double Bubble Thinking Maps |
| Writing: | Activity/Strategy/Formative Assessment:  Autobiographical essay “This I Believe” samples from NPR, students write an autobiographical essay which includes literary elements and narrative techniques | Activity/Strategy/Formative Assessment:   * Interview others about their beliefs * Thinking maps * Cloze sentences with figurative language |
| Speaking/Listening: | * Activity/Strategy/Formative Assessment: * Share this I believe Statements | |
| Language/ Academic Vocabulary: | Allusion, Figurative Language Terms, Narrative techniques, Multi-Media terms, Language from Common Core related to appropriate standards. | |
| Technology/ Multi-media: | * Use Weebly or Wix to develop Website on theme of Humanity Vs. Inhumanity * Create YouTube videos for This I believe Statements   Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools. | |

BCS ELA CCSS Unit 4: Toward A Better World – A Research Unit

Grade Level: English II Time Span: 4-5

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| **Unit Overview:** How can I make a difference in our world? Students will explore an issue in the world ranging from technological to environmental to humanitarian. They will research that issue and propose possible solutions. |

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| CCSS  Grade Specific Standards:  *emphasized/ assessed in this unit of study* | * RL 4 – Vocabulary/ Word Choice * RL 7 – Content in Diverse Media * RI 6 – Point of View/ Purpose * RI 9 – Comparison of Texts and Authors * W7 – Conduct research * W8 – Gather/synthesize information * SL 2 – Content in Diverse Media * SL 4 – Present Findings | |
| Anchor Text:  [**Lesson Link**](https://docs.google.com/a/bcsemail.org/document/d/1-bfUEoP2UJWt4T7lRAuwwMeRis9pCqoIEMXDLvWoCdE/edit) **contains lessons using these and other texts.** | * *Chinese Cinderella,* Yen Mah * Students self- selected a text related to area of focus | Activity/Strategy/Formative Assessment:   * Students demonstrate the following reading strategies independently” Text Annotation * Guided Reading Notes * Active Reading * Informal writing/Journal writing |
| Companion Texts  Literature:  Ex:  Poetry  Short Story,  Novel Excerpt | * “Harrison Bergeron” Bradbury * “The Heartbeat of the Soul of the World” Saldana Jr. * “Amnesty” Gordimer * “The Diameter of the Bomb” Amachi * Excerpts from *Don Quixote* * Cinderella Stories from around the world | Activity/Strategy/Formative Assessment:   * Students demonstrate the following reading strategies independently” Text Annotation * Guided Reading Notes * Active Reading * Informal writing/Journal writing * Dream collages (what would a better world look like?) * Compare a Cinderella story from another culture to the one from America. Discuss the similarities and differences and make inferences about the other culture based on those differences. |
| Companion Texts  Informational:  Ex:  U.S.Documents  Speeches  News Articles  Infographics  Political Cartoon  Autobiography  Journal | * Nobel Prize Acceptance Speech, Wiesel/ Other Nobel Peace prize winners * Sample MLA Research paper * “On Nuclear Disarmament” Sagan | Activity/Strategy/Formative Assessment:   * Students demonstrate the following reading strategies independently” Text Annotation * Guided Reading Notes * Active Reading * Informal writing/Journal writing |
| Companion Texts  Media:  Ex:  Art/Painting  Music  Images  Advertisements  Video/Audio Clips | Pay it Forward  Videos related to Fields of Study  YouTube Video: *Cosmopolitanism* by Appiah  Ad council commercials-aimed at raising awareness/creating a better world | Activity/Strategy/Formative Assessment:   * Students demonstrate the following reading strategies independently” Text Annotation * Guided Reading Notes * Active Reading * Informal writing/Journal writing |
| Writing: | Activity/Strategy/Formative Assessment:  Research Paper Options   1. Students will research a world citizen who has made a difference 2. Students will research a world problem and hypothesize a solution. 3. Students will research a current world news event and report on it. | |
| Speaking/Listening: | Activity/Strategy/Formative Assessment:  Students will compile a portfolio of work that documents their project using MLA standards.  Students will prepare a formal presentation of research information.  Students had to present the Cinderella story from another culture. Had a visual component and a speaking component (one student created a rap, for example) | |
| Language/ Academic Vocabulary: | Relevant Media Terminology, MLA Terminology, Review Common Core Terminology for EOC | |
| Technology/ Multi-media: | Multi-Media Presentation  Teachers, please contribute to this section as you engage your students in the use of technology and multi-media tools.  Creating a visual component to present the Cinderella story from another culture. | |