

Carter County High School English 2 Curriculum Maps 2012-2013

| Unit Title/Length Essential Questions | Fiction: Novels, Short Stories, Poems, Drama | Non-Fiction and Visual Literacy | KCAS Standards/CCR | Quality Core Standards Assessed on Benchmark (Fiction) – Given after Units 1 and 2 |
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| Unit 1: Six Weeks Why is tradition important to a culture? | <p>Novels:</p> <ul style="list-style-type: none"> <i>Things Fall Apart</i> <p>Short Stories:</p> <ul style="list-style-type: none"> <i>Two Kinds</i> – Amy Tan (Holt) <i>Everyday Use</i> – Alice Walker (Holt) <i>Women Hollering Creek</i> – Sandra Cisneros (http://www.docstoc.com/docs/14721279/Woman-Hollering-Creek) <i>The Beaver Dam Rocking Chair Marathon</i> - Ron Whitehead NOTE: Based in Kentucky, it highlights how rural Kentucky life isn't all that different than urban. <i>Father and Son</i> - Langston Hughes (Holt) <i>Snowman</i> by Shaun Simon (http://www.everydayfiction.com/snowman-by-shaun-simon/) <p>Poems:</p> <ul style="list-style-type: none"> <i>Fire and Ice</i> – Robert Frost (www.poemhunter.com) <i>Wild Geese</i> – Mary Oliver (http://www.english.illinois.edu/maps/poets/m_r/oliver/online_poems.htm) | <p>Non-Fiction:</p> <ul style="list-style-type: none"> Excerpt from <i>Born on a Blue Day</i> by Daniel Tammet (http://abcnews.go.com/GMA/Books/story?id=2794451&page=1) <i>Lonely Planet, Eyewitness, National Geographic travel guide</i> (http://www.lonelyplanet.com/us) <i>This I Believe Essays</i> (http://thisibelieve.org/) <i>National Geographic</i> (www.nationalgeographic.com) <i>Thoughts on Peace During an Air Raid</i> - Virginia Woolf (http://www.ibiblio.org/sally/Thoughts_on_Peace.html) NOTE: An argument of what women should do during a time of war – good way to show how metaphor and simile can be used in rhetoric. <i>On Seeing England for the First Time</i> - Jamaica Kincaid (http://resources.wbps.org/wwhs/englishdept/on%20seeing%20England.pdf) Very good from a standpoint to see how an argument develops. <i>Beyond Vietnam – A Time to Break the Silence</i> - Dr. Martin Luther King Jr (Americanrhetoric.com) NOTE: A speech from later in Dr. King's life. Certainly filled with rhetoric. <p>Visual Media:</p> <ul style="list-style-type: none"> Excerpts from the series <i>No Reservations</i> on the Travel Channel (http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Episodes_Travel_Guides) Excerpts from <i>This American Life</i> (http://www.thisamericanlife.org/) Documentaries at www.pbs.org/wnet/americanmasters/ Artists – Frida Kahlo, James Brown, Helen Keller, Maurice Sendak | <p>Literature RL 9-10.1 RL 9-10.2 RL 9-10.3</p> <p>Informational RI 9-10.1 RI 9-10.2 RI 9-10.3</p> <p>Writing 9-10.3</p> <p>Speaking and Listening 9-10.1 9-10.6</p> <p>Language 9-10.1 9-10.2</p> | <p>A.2.c A.3.a A.5.a A.5.c A.5.e A.5.f A.6.b A.6.c B.2.a B.3.b B.3.c B.3.d</p> |

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| | <ul style="list-style-type: none"> • <i>When I Have Fears</i> – John Keats (www.poemhunter.com) • <i>Dandelion</i> – Julie Lechevsky (www.loc.gov/poetry/180/156.html) • <i>A Brave and Startling Truth</i> - Maya Angelou NOTE: References to Biblical and mythological sources (www.inspirationpeak.com/poetry/bravetruth.html) • <i>45 Mercy Street</i> - Anne Sexton (www.poemhunter.com) • NOTE: Compare this to Peter Gabriel’s song “Mercy Street” from his album So. • <i>Ka ‘Ba</i> - Amiri Baraka (www.poemhunter.com/poem/ka-ba/) NOTE: Compare to Langston Hughes’ poetry | <ul style="list-style-type: none"> • Photos by Henri Cartier-Bresson and many others (www.afterimagegallery.com/bresson.htm) • Daniel Tammet official website for artwork (www.optinnem.co.uk/artwork.php) NOTE: Use with Born on a Blue Day excerpt • Shift Happens – presentation of how technology today changes students today http://www.youtube.com/watch?v=cL9Wu2kWwSY&feature=fvst | | |
| Extra Readings/ Differentiated Texts | <i>Frankenstein</i> <i>Dr. Jekyll and Mr. Hyde</i> <i>Bronx Masquerade</i> Excerpts from <i>The House on Mango Street</i> – Sandra Cisneros Myths and legends from around the world (for compare and contrast) | | | |
| Unit 1: Reading Focus | <ul style="list-style-type: none"> • What is “chi” in its cultural context? Compare the use of “chi” (personal spirit) in <i>Things Fall Apart</i> and <i>The Joys of Motherhood</i> by Buchi Enecheta. After discussion, use two pieces of evidence from each text to support an original thesis statement that compares the two texts in an essay. Students can use the thesis generator to help guide their thinking. (www.heinemann.com) (KCAS: RL-9-10.6, W-9-10.9; QC: B.3.a, D.2 f, D.2, g) Graphic organizer, reader as needed, direct instruction in making inferences and thesis construction • Students will read a flash fiction story and explore the reliability of the narrator and the use of flashbacks to create empathy or some other emotion. Use at least three pieces of textual evidence to support an original thesis. (KCAS: W-9-10.9, RL-9-10.5, RL-9-10.6; QC: A.5.b-c, A.7.a, B.3.a) Reader as needed, paraphrasing, highlighting | | | |

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| | <ul style="list-style-type: none"> How does a character deal with loss? What does the loss symbolize? Use at least three pieces of textual evidence to support an original thesis statement. http://www.everydayfiction.com/snowman-by-shaun-simon/ (KCAS: RL-9-10.5 and RL-9-10.6, W-9-10.9; QC: A.5.b-c, A.7.a, B.3.a) Highlighting, direct instruction in citing textual evidence and thesis construction Students will read at least three poems, analyze them based on cultural perspective and write an essay. (KCAS: RL-9-10.5, W-9-10.9; QC: A.3.a, A.4.a, A.5.a, A.7.a, B.1.a-b, B.1.d, B.2.d, B.3.a-e) Reader as needed, paraphrasing, scribe as needed, direct instruction in the writing process In the reader's response journal, students explore characterization to determine how the author uses word choice and tone to create meaning and effect to the overall story. (KCAS: RL-9-10.4, W-9-10.9; QC: A.5.c, A.7.a) Journaling, pre-teaching of concepts and vocabulary Students focus on the time period in which a poem was written and analyze how the writer uses word choice relevant to that time period versus today. (KCAS: RL-9-10.4, W-9-10.9; QC A.3.a, A.4.a) Pre-teaching of historical significance, graphic organizer, direct instruction in activating prior knowledge. Create an ongoing annotated bibliography for each book you read this year. (KCAS: RL-9-10.1, RI-9-10.1; QC: C.d) Guided practice, direct instruction in annotated bibliography, journaling <p><u>Graphic Organizers</u> (http://www.englishcompanion.com/pdfDocs/BurkeHOutsTeachingReading.pdf)</p> <ul style="list-style-type: none"> Students will complete graphic organizers in which characters are revealed by: their actions, their speech, how other character relate to them, by internal monologues (thoughts) and physical description. (www.heinemann.com/products/E02157.aspx) (RL-9-10.3) STEAL (Speech, Thoughts, Effect on others, Actions, Looks) mnemonic device to examine indirect characterization (RL-9-10.3) Characters' Relationship Organizer (RL-9-10.3) Characters' Problems Organizer (RL-9-10.3) Character Arc (http://www.heinemann.com/products/E02157.aspx) helps students organize character development (RL-9-10.3) Create a timeline to analyze how an author unfolds a series of events (chronological organizational pattern) (RI-9-10.3) Venn diagram: to show compare and contrast organizational pattern. (RI-9-10.3) Cause and Effect graphic organizer: to show cause and effect organization pattern. (RI-9-10.3) Idea web: to show classification, order, or order of importance. (RI-9-10.3) <p>** Following modifications are options for Graphic organizers: modeling, provide examples, direct instruction in graphic organizer completion, guided practice.</p> | |
| Unit 1: | <ul style="list-style-type: none"> Near the beginning of this unit, arrange with your librarian to take the students to the library and have the librarian talk about research. You will need | |

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| <p>Writing Focus</p> | <p>to teach students how to locate relevant information and how to assess the credibility of sources (especially from the Internet) and where to find sources. (KCAS: W-9-10.8; QC: C.a, C.c)</p> <p>Note taking guide, cue cards, journaling</p> <ul style="list-style-type: none">Students research myths (Norse, Greek, Roman, Aztec, Babylonian, Egyptian) and select two to write a short comparison, using information from their research. (KCAS:W-9-10.7, W-9-10.8, W-9-10.9; QC: C.a-d, A.3.a, A.5.b-d, B.1.a, B.1.c, B.2.d, B.3.a-e) <p>Graphic organizer, provide options on research, one on one instruction</p> <ul style="list-style-type: none">Multimedia project depicting different interpretations of dual personality characters, heroes, and villains? Sources could include comic books, motion pictures, art, photography, literature. (KCAS: W-9-10.7, W-9-10.8, W-9-10.9; QC: D.2.g) <p>Differentiation on assignment, extended time, reduction of assignment</p> <ul style="list-style-type: none">Quick write about the essential question “Where have I been?” Also ask students to write about “Where do I want to go?” (KCS: W-9-10.8; QC: B.1.a, B.2.a) <p>Prompting, journaling/logs, no penalty on spelling.</p> <ul style="list-style-type: none">Conduct field research, using a list of self-generated questions to interview 3-5 important people in your life (from your past and/or present) with a focus of self-discovery in relation to the essential question of “What makes us the same and different?” Use this field research to write a narrative essay, with appropriate citations, that focuses on the essential question, “Where have I been?” (KCAS: W-9-10.7; QC: C.a-d, B.1.a, b, d, B.2.f, B.3.a-e) <p>Provide examples of interview questions, scribe as needed, pre write organizer, direct instruction in the writing process</p> <ul style="list-style-type: none">Choose a text (poem, lyrics, or work of art) and research the source and/or inspiration for the work and write a short essay in which you analyze the influence of the inspiration on the text. Cite your sources. (KCAS: W-9-10.8; QC: C.a-d, B.1.a,b,c, B.2.d, B.3.a-3) <p>Provide cue card for research, scribe as needed, cue card for citing sources</p> <p><u>Writer’s Notebook</u></p> <ul style="list-style-type: none">How does point of view shape the stories you read? (W-9-10.3)What’s the purpose of dialogue in writing? (W-9-10.3)What does it mean to be a reliable narrator? (W-9-10.3)Provide a situation, conduct a write-around in which students respond to the situation using various points of view. (RD-9-10.3)Write about a conflict you have recently been faced with. How did you solve the conflict? What are possible solutions to your conflict? What is the best solution and why? (W-9-10.3) | |
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| | <ul style="list-style-type: none"> • Write-Around that focuses on student’s identity. Who do students think they are? Are they the same in private as they are in public? (W-9-10.3) • Write dialogue for different purposes. (W-9-10.3) • ** Following modifications are options to use for Writer’s Notebook: Scribe as needed, oral to written response, graphic organizers, pre-writing strategies, direct instruction in the writing process. | | | | |
| Unit 1: Grammar/Usage/ Word Instruction/A .C.T. College Readiness Standards | <p>Language</p> <ul style="list-style-type: none"> • Modify sentence structure- add (adverbs, adjectives, clauses, phrases, etc.) to simple sentences using correct punctuation and explain how additions or modifications expand or alter meaning or clarity. (L-9-10.1, L-9-10.2) | <p>Speaking/Listening</p> <p><u>Partner/Small Group Discussion</u></p> <ul style="list-style-type: none"> • Working with a partner, choose an example of a character or characters from your reading that addresses the essential question. Determine five ways that they are the same and five ways that they are different; provide evidence from the text. Next, with a new partner, discuss whether these characters are more the same or more different. (KCAS: SL-9-10.1, SL-9-10.6, W-9-10.9; QC: D.2.f-g). <p><u>Socratic Circle/ Fish Bowl/ Seminar Questions</u> – (can also be used as reading and/or writing prompts and can be open or anchored to a specific text)</p> <ul style="list-style-type: none"> • What makes us the same and different? (KCAS: SL-9-10.1, SL-9-10.6, L-9-10.1; QC: D.2.f-g) • Why is it important to recognize our similarities and differences? (KCAS: SL-9-10.1, SL-9-10.6, L-9-10.1; QC: D.2.f-g) • What makes characters the same or different from us? (KCAS: SL-9-10.1, SL-9-10.6, L-9-10.1; QC: D.2.f-g) • Bring an art (music, photo, sculpture, etc.) piece that represents you to share with the class. Discuss how these selections demonstrate our similarities | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Abstract/concrete • Authoritative sources • Citation • Clauses: independent, dependent, noun, relative, adverbial • Collaborative • Collegial • Conjunctive adverb • Connotative • Conventions • Cumulative • Delineate • Evaluate • Fallacious • Figurative • Flashbacks • Imagery • Inquiry • Integrate selectively • Interpretation • Latin roots, prefixes, and suffixes • Myth • Organizational patterns (description, sequence, cause/effect, problem/solution, compare/contrast, enumeration or list) | | |

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| | | <p>and differences. (KCAS: SL-9-10.1, SL-9-10.6, L-9-10.1; QC: D.2.f-g)</p> <ul style="list-style-type: none"> How do our similarities and differences help us survive? (KCAS: SL-9-10.1, SL-9-10.6, L-9-10.1; QC: D.2.f-g) <p>NOTE: Could be used as a culminating question to bridge to unit 2.</p> <ul style="list-style-type: none"> Students will explore how an author manipulates time and space to create mystery and suspense. (KCAS: RL-9-10.5, SL-9-10.1, SL-9-10.6; QC: D.2.f-g, A.5.c) How does being an outcast (way of thinking, appearance, etc) in society affect us and those around us? (Consider Edgar Allen Poe as an outcast). (KCAS: RL-9-10.6, SL-9-10.1, SL-9-10.6; QC: D.2.f-g) Before beginning the reading, have students explore, through Socratic dialogue the following questions: How do you assert independence...make your own decisions? How do you develop your own sense of values? What drives you? Use excerpts from <i>Angela's Ashes</i> and <i>Of Beetles and Angels</i>. (KCAS: RL-9-10.6, SL-9-10.1, L-9-10.1; QC: D.2.f-g) Find a reading selection that is introspective and inquisitive, like <i>Ain't I A Woman</i> by Sojourner Truth (www.womenshistory.about.com/od/sojournertruth/a/aint_i_a_woman.htm) to use as a jumping off point to start a discussion on: <i>what are good questions, what are your questions, how do we ask questions, how do we respond to questions.</i> Consider using Burke handout "Types of Questions" http://www.heinemann.com/products/e02157.aspx | <ul style="list-style-type: none"> Pacing Parallel plots Parallel structure Phrases: noun, verb, adjectival, adverbial, participial, prepositional, absolute Plagiarism Point of view Purpose Rhetoric Semi-colon, colon Symbolism Synthesize Tension Tone- formal or informal Transition words | | |
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| | | <p>(under Companion Resources) to have students generate questions about the text for a class discussion. (QC: D.2.f-g)</p> <p><u>Oral Presentation</u></p> <ul style="list-style-type: none"> • Create an oral presentation based on our reading and incorporating some visual (art, music, photo, PPT, video, multi-genre—http://www.users.muohio.edu/romanots/ or www.prezi.com). The presentation should include: posing and responding to questions that relate to our essential question and incorporate diverse perspectives. Use research to qualify or justify your views in light of the work being read. (KCAS: SL-9-10.1.c, SL-9-10.1.d, SL-9-10.6, L-9-10.1; QC: C.a-d) • Use three of the five informational texts provided to present a short speech related to the unit essential question. (KCAS: SL-9-10.1, SL-9-10.6, W-9-1-.7, L-9-10.1) • Use three of the five examples of propaganda provided to present a short speech. The speech should analyze the authors' claims and evaluate how those claims relate to the unit's essential question. (SL-9-10.1, SL-9-10.6, W-9-1-.7, L-9-10.1, RI-9-10.5, RI-9-10.6, RI-9-10.8) • Write a narrative monologue from the point of view of one of the secondary characters in <i>Things Fall Apart</i>. Perform the monologue for the class. (KCAS: RL-9-10.6, SL-9-10.6, L-9-10.1; QC: B.2.f) • Students create a visual to fit the mood of a poem; select a piece of music using www.Freeplaymusic.com to accompany presentation (RL-9-10.4, SL-9-10.6) | | | |
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| <p>RL. 9-10.1</p> <ul style="list-style-type: none"> Identify strong and thorough textual evidence Discuss details the text uses to support textual analysis <p>RL. 9-10.2</p> <ul style="list-style-type: none"> Identify the central idea or theme within a text Identify specific details that support the development of a theme or central idea as it: <ul style="list-style-type: none"> emerges is shaped is refined Provide an objective summary <p>RL.9-10.3</p> <p>Identify:</p> <ul style="list-style-type: none"> complex characters in a text evidence in a text that makes the character complex Identify conflicting motivations Identify the theme of a story <p>RI.9-10.1</p> <ul style="list-style-type: none"> Identify strong and thorough textual evidence | <p>RL.9-10.1</p> <ul style="list-style-type: none"> Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas Draw inferences from the text in order to understand how textual analysis is developed Cite strong and thorough textual evidence to support the text (explicit and inferred) <p>RL.9-10.2</p> <ul style="list-style-type: none"> Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details Interpret how the text supports key ideas or themes with specific details Formulate an objective summary that includes how the central idea: <ul style="list-style-type: none"> emerges is shaped Is refined by specific details <p>RL.9-10.3</p> <ul style="list-style-type: none"> Analyze how characters change over the course of the text Explain how characters' motivations/traits affect the plot Describe the conflicts and motivations in character(s) Analyze how the character(s)' | <p>SL.9-10.1</p> <ul style="list-style-type: none"> Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Facilitate discussions over designated grade 9-10 topics Collaborate to develop guidelines for successful discussion and decision-making Follow agreed-upon guidelines for discussion Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement Reference evidence from texts and research to support comments and ideas Pose and respond to questions by connecting to larger themes, issues, or contexts Engage others in discussions through questioning or responding to their ideas Question or respond to clarify, verify, or challenge conclusions posed by others Make connections to new evidence or reasoning posed to justify personal viewpoints | <p>W.9-10.3</p> <p>Write a narrative to develop real or imagined experiences or events that:</p> <ul style="list-style-type: none"> engages the reader with a problem, situation, or observation and introduces a narrator and/or characters establishes multiple points of view uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters uses a variety of transitions to develop a coherent sequence of events uses appropriate precise, descriptive, and sensory language includes a reflective conclusion that flows from what is experienced, observed, or resolved | | |

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| <ul style="list-style-type: none"> Discuss details the text uses to support textual analysis <p>RI.9-10.2</p> <ul style="list-style-type: none"> Identify the central idea within a text Identify specific details that support the development of the central idea as it: emerges is shaped is refined Provide an objective summary <p>RI.9-10.3</p> <ul style="list-style-type: none"> Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c and logical) Identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes) <p>W.9-10.3</p> | <p>conflicts motivations interactions</p> <ul style="list-style-type: none"> advance the plot or theme <p>RI.9-10.1</p> <ul style="list-style-type: none"> Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas Draw inferences from the text to support textual analysis Cite strong and thorough textual evidence to support the text (explicit and inferred) <p>RI.9-10.2</p> <ul style="list-style-type: none"> Analyze how the central idea of a text emerges, is shaped and refined by specific details Interpret how the text supports key ideas with specific details Provide an objective summary that includes how the central idea emerges, is shaped, and refined by specific details <p>RI.9-10.3</p> <ul style="list-style-type: none"> Determine the main ideas or events Examine the strategies the author uses to | <p>SL.9-10.6</p> <ul style="list-style-type: none"> Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when appropriate <p>L.9-10.1</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations <p>L.9-10.2</p> | |
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| <ul style="list-style-type: none">Identify multiple points of view in narrativesDefine and identify multiple plot lines <p>SL.9-10.1</p> <ul style="list-style-type: none">Identify key supporting ideas from reading and research as well as in context of larger themes and issuesDescribe guidelines for collegial discussionDescribe ways to make collaborative decisions (e.g., informal consensus)Know how to ask thought-provoking questionsIdentify new information posed during discussionIdentify conclusions posed during discussion or in text <p>SL.9-10.6</p> <ul style="list-style-type: none">Describe audience, situation, and purposeIdentify qualities of formal and informal speechDescribe formal and informal settings | <p>introduce his points develop his points</p> <ul style="list-style-type: none">Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message <p>W.9-10.3</p> <ul style="list-style-type: none">Analyze multiple points of view of various narrativesAnalyze the use of multiple plot lines in narrativesUse a variety of techniques to logically and sequence and connect eventsAnalyze the relationships among experiences and eventsDesign an organized sequence of events with dialogue to develop experiences, events, and/or charactersUse precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, charactersDevelop conclusions that reflects on what is experienced, observed, or resolved in a narrative <p>SL.9-10.1</p> <ul style="list-style-type: none">Evaluate collegial discussion and decision-making processes usedDetermine goals, deadlines, and individual | | |
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| <p>L.9-10.1</p> <ul style="list-style-type: none">• Define and identify parallel structure• Recognize various types of phrases: noun verb adjectival adverbial participial prepositional absolute• Identify types of clauses: independent, dependent noun, relative, adverbial <p>L.9-10.2</p> <ul style="list-style-type: none">• Apply correct capitalization, punctuation, and spelling when writing• Know rules for semicolon use• Use a semicolon to link two or more closely related independent clauses• Use a conjunctive adverb to link two or more closely related independent clauses• Know rules for colon use• Use a colon to introduce a list/quotation | <p>roles for discussion groups</p> <ul style="list-style-type: none">• Compare and contrast opinions and facts posed by peers on the designated issue or topic• Formulate opinions, ideas, and conclusions based on prior and new evidence• Analyze evidence that supports personal opinions and ideas as well as those of others<ul style="list-style-type: none">◦ Evaluate personal conclusions and the conclusions of others <p>SL.9-10.6</p> <ul style="list-style-type: none">• Evaluate audience needs (including perceptions and misconceptions)• Distinguish between formal and informal speech• Analyze the situation to determine if it requires formal or informal language <p>L.9-10.1</p> <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing• Incorporate parallel structure• Use various phrases and clauses to: add variety and interest to writing convey specific meanings in writing | | |
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| <ul style="list-style-type: none">Recall and apply spelling rulesIdentify and correct misspelled words | | | |
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| <p>Unit 2: Six Weeks</p> <p>How do our inner conflicts teach us to survive?</p> | <p>Novels: <i>Siddhartha</i> – Herman Hesse</p> <p>Short Stories:</p> <ul style="list-style-type: none"> <i>An Occurrence at Owl Creek Bridge</i> -- Ambrose Bierce (http://mrgunnar.net/files/Occurrence%20Owl%20Creek%20Text.pdf) <i>The Pit and the Pendulum</i> – Edgar Allan Poe (http://www.literature.org/authors/poe-edgar-allan/pit-and-pendulum.html) <i>The Open Boat</i> – Stephen Crane (http://www.enotes.com/open-boat-text/open-boat-1) <i>To Build a Fire</i> – Jack London (http://www.enotes.com/classic-american-short-stories-text/build-fire-1) <i>Barn Burning</i> – Faulkner <i>America Street: A Multicultural Anthology of Stories</i> by Anne Mazer <p>Poems:</p> <ul style="list-style-type: none"> <i>When I Have Fears</i> – John Keats (www.bartleby.com) <i>An Irish Airman Foresees His Death</i> - John Keats (www.bartleby.com) <i>The Idea of Ancestry</i> - Etheridge Knight (www.poets.org) <i>2,000 Lbs. and Eulogy</i> - Brian Turner (www.poetryfoundation.org) Soldier-Poet Brian Turner, Framing War In Verse http://www.npr.org/templates/story/story.php?storyId=92771250&sc=emaf | <p>Non-Fiction:</p> <ul style="list-style-type: none"> <i>Into Thin Air</i> by Jon Krakauer (excerpt in Holt) <i>Under the Banner of Heaven</i> by Jon Krakauer (excerpt) <i>Thou Shalt Kill</i>- article about events described in <i>Under the Banner of Heaven</i> (http://www.nytimes.com/2003/08/03/books/thou-shalt-kill.html?src=pm) <i>Into the Wild</i> (excerpt) <i>Philosophy of the eightfold path and the four noble truths</i> (http://www.thebigview.com/buddhism/eightfoldpath.html) - NOTE: to be used with <i>Siddhartha</i> (http://www.thebigview.com/buddhism/fourtruths.html) - NOTE: to be used with <i>Siddhartha</i> <i>Never Cry Wolf</i> – Farley Mowatt (excerpt) <p>Visual Media:</p> <ul style="list-style-type: none"> What Did I Do to Be So Black and Blue – Louis Armstrong (Invisible Man) (http://www.rhapsody.com/album/say-it-loud-celebrate-black-history-month-martin-luther-king-jr-day/what-did-i-do-to-be-so-black-and-blue/lyrics.html) <i>Note: You may need to cut and paste this link into your browser.</i> Booker T. Washington Lifting the Veil Statue (Invisible Man) (http://www.nps.gov/bowa/forteachers/liftingtheveil.htm) Scenes from <i>127 Hours</i> Scenes from <i>When the Levees Broke</i> - Spike Lee Scenes from <i>The War</i> - Ken Burns (http://www.pbs.org/thewar/) Photography from The Great Depression (http://chnm.gmu.edu/fsa/) Life story of Chuck Close – an artist who overcame great obstacles (www.chuckclose.com) Picture of breadlines in Louisville (http://masters-of-photography.com/B/bourke-white/b-w_living_full.html) Attitude is Altitude.com (YouTube – no arms, no legs, no worries) | <p>Literature RL 9-10.7 RL 9-10.9</p> <p>Informational RI 9-10.4 RI 9-10.7</p> <p>Writing 9-10.4 9-10.5 9-10.6</p> <p>Speaking and Listening 9-10.1 9-10.2 9-10.4 9-10.5</p> <p>Language 9-10.3 9-10.5</p> |
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| | <ul style="list-style-type: none"> • <i>The Meadow Mouse</i> -Theodore Roethke (www.poemhunter.com) • <i>The End and the Beginning</i> -- Wislawa Szymborska (www.loc.gov/poetry/180/141.html) | | |
| Paired Outside Reading Choices for this Unit (1 per unit) | <p>Nonfiction Choices:</p> <ul style="list-style-type: none"> • A Long Way Gone – Ishmael Beah • The Burn Journals – Brent Runyon • A Pearl in the Storm – Tori Murden-McClure • Same Kind of Different – Jack Gantos • Med Head – James Patterson • In the Heart of the Sea – Nathaniel Philbrick • Zombie Survival Guide – Max Brooks <p>Fiction Choices:</p> <ul style="list-style-type: none"> • <i>Invisible Man</i> • <i>Speak</i> • <i>Twisted</i> • <i>The Color Purple</i> – Alice Walker | | |
| Unit 2: Reading Focus | <ul style="list-style-type: none"> • Consider introducing “what does it take to survive” by having students look at the things they can’t live without. Have students make a list, post it, and refer back to it as you examine texts. Don’t limit the list to just material things – have them to dig deeper; consider physical, mental and emotional, etc.). Challenge them to go a day without friendship, or food, etc. How would things be different if they went without certain things? Example of taping their thumb down... Prompting, journals • Compare two different mediums: Scenes from “127” and the book “Between a Rock and a Hard Place” by Aaron Ralston. (Excerpt from first chapter by Googling his name; MSNBC link). Graphic organizer, reader as needed, paraphrasing • Emotional/Spiritual survival (Siddhartha, but also with other texts) Reader as needed • All the books have movie versions, look at a scene from the movie and analyze how the director and author choose to emphasize theme, climate, transition character goes through, etc. | | |

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| | <p>Note taking guides, paraphrasing, prompting,</p> <ul style="list-style-type: none">• Look at characters in novels through the lens of how does one survive in a society where one is not considered as equal: teens – because of gender, sexual orientation, etc. (gay marriage laws, other current events) <p>Prompting, paraphrasing, journaling</p> <ul style="list-style-type: none">• Research two or three people who have survived something and compare them. For example, “When the Levees Broke” the show “I Shouldn’t Be Alive” on history channel “Indestruction.” <p>Graphic organizer, prompting/cueing, options of people/shows</p> <ul style="list-style-type: none">• Are there war survivors, cancer survivors, the depression, etc who students could interview? Connect this to standards. <p>Access prior knowledge, questioning techniques, direct instruction in interview and developing questions</p> <ul style="list-style-type: none">• “The Darwin Awards” “One thousand ways to die” – those who didn’t survive. <p>Prompting cueing, notetaking</p> <ul style="list-style-type: none">• Engage students in conversations about “what would you do to survive if...” <p>Prompting/cueing, journaling</p> <ul style="list-style-type: none">• Satire – what social issues could you turn into a satire; where would you draw the line in survival? <p>Direction of satire, examples of satire, modeling, paraphrasing</p> <ul style="list-style-type: none">• Scenes from Into the Wild – moral debate about whether to kill a moose (spiritual and physical survival); moral dilemmas involved in survival <p>Guided questioning, prompting/cueing</p> <ul style="list-style-type: none">• Look at the cultural effects or cultural influence of a text; how to survive and overcome conflict. <p>Journaling, paraphrasing</p> <ul style="list-style-type: none">• Lesson on narrator reliability and trusting what others say by using Poe’s Tale Tell Heart <p>Note taking guide</p> <ul style="list-style-type: none">• Cross curricular – social studies, art, etc. students take parts of our history and do presentations on different aspects of survival to tie it into whatever we are reading; if you did follow the depression, how can you follow it to see the ramifications today. <p>Extended time, reduction of assignment, provide an example</p> <ul style="list-style-type: none">• “Man’s Search for Meaning” - universal traits that people possess that enable them to survive; look for those traits in texts <p>Highlighting, guided practice</p> <ul style="list-style-type: none">• Consider ways to work paradox into survival “life and death” <p>Pre-teaching concepts and vocabulary, provide examples</p> <ul style="list-style-type: none">• Consider how one can be courageous and fearful at the same time? <p>Provide examples</p> |
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| | <ul style="list-style-type: none">How do the authors use other sources within their text? Examples, paraphrasing, pre-teaching concept and vocabularyUse articles from www.outsideonline.com. For example: http://www.outsideonline.com/outdoor-adventure/survival-guru/Who-has-the-greater-chance-of-survival--a-person-alone--or-a-group-.html. There is also an article from this magazine profiling people who have survived extreme circumstances--it tries to connect common traits. Reader as needed, paraphrasing |
| Unit 2: Writing Focus | <p>Writer's Notebook</p> <ul style="list-style-type: none">Compare and contrast two of your reading selections. How do they differ in meaning? How are they similar in meaning? (RL.9-10.6, SL.9-10.1, W.9-10.2) Graphic organizers, prompting/cueing, guided practiceWrite a literary analysis of one of the poems in the unit, with attention to form, figurative language, symbolism, and meaning. (W.9-10.2)(QC:B 2a) Reader as needed, paraphrasing, pre-teaching of concepts and vocabularyAgree or disagree: "It is possible to understand this piece of literature outside of its historical context." (W.9-10.2, W.9-10.7) Preteaching of historical context, journalingTake notes during a class discussion on the idea that "Moral choices are essentially choices between two sets of values: one belonging to one culture or era, one to another." After the class discussion, write an essay agreeing or disagreeing with this statement. (W.9-10.2, SL.9-10.3) Note taking guides, scribe as needed, pre-writing organizer, direct instruction in the writing process.Introduce paradox (http://www.folger.edu/documents/WHEN%20FAIR%20IS%20FOUL.pdf), have students create their own, and use the concept in whatever you are using. (L9-10.5); use situations in stories where paradoxes exist; students create their own paradox using catch 22 as a model – for example, in the "The Open Boat" – if they stay in the boat they die, if they go to shore or closer they will die also because of sharks and rough waves (W-9-10.4) http://graphjam.memebase.com/2009/09/03/song-chart-memes-girl-paradox/ Pre-teaching of concepts, provide model examples, scribe as neededWrite-around: students respond to different survival scenarios (What would you do if...what would it take to survive this...) (W-9-10.4) Journaling, logs, notebooks, promptingInterview/research practice: students identify one person in their family or community who has "survived" a difficult circumstance, overcome an obstacle. Students write a profile on this person focusing on "where have I been/what does it take to survive." Direct instruction in questioning techniques, provide model profile, promptingStudents create a list of character traits/adjectives that they associate with a survivor. Pre-teaching on concepts and vocabulary, cue cards |

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| Unit 2: Grammar/Usage/ Word Instruction/A. C.T. College Readiness Standards | Language: <ul style="list-style-type: none">Sell students on IR books by reading juicy excerpts, phrases, vocabulary, etc.; teaching the skill, showing kids where the skill is in texts and having them do it.Modify sentence structure – verbs, appositives, etc (same as unit one)Have students write and have them go back in their journal entries to look for how they use language.Persona – language and code switching; tie in music – Lady Gaga and her different personas; The Color Purple – Celie’s different roles and how she has to act in different environments. | Speaking/Listening: <ul style="list-style-type: none">Develop a Survival guide – put students in groups in order to develop “how- to’s” - how to get through high school, gym class, have group create a Power Point – being certain to focus on the essential question. How do you survive in your community? Assign as research – pick a city or part of town and have students create survival guide; how do I survive in my house; can also create a writing informational piece; use pictures to confront unjust laws (www.tolerance.org) ; could leave to student choice the direction to go (home, local, etc.)(SL.9-10.2). <u>Socratic Circle/Seminar Question:</u> <ul style="list-style-type: none">How do the works you have read in this unit honor or rebel against cultural tradition? (RL.9-10.6, SL.9-10.1, W.9-10.2)Agree or disagree: “Personal crisis coincides with cultural change.” (RL.9-10.6, SL.9-10.1)Writers are meant to: “Describe a situation so truthfully that the reader can no longer evade it.” How is truth developed in your readings? (RI.9-10.5, RL.9-10.5, SL.9-10.1) | Vocabulary: <ul style="list-style-type: none">AntagonistExtended metaphorNarrator reliabilityParadoxPersonaProtagonistStanzaThird person omniscientVerse (metrical forms) | | | | |
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| Knowledge | | Reasoning Skills | | Processing Skills | | Products | |
| RL.9-10.7 <ul style="list-style-type: none">Identify various artistic mediumsRecognize the literary and artistic use of the terms “subject” & key scene | | RL.9-10.7 <ul style="list-style-type: none">Explain how and why an artist/author chooses to represent a subject or sceneAnalyze why the artist/author emphasized ideas for effect | | W.9-10.4 (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10) | | W.9-10.4 Produce a writing piece that is clear and coherent with: <ul style="list-style-type: none">idea developmentorganization | |

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| <p>RL.9-10.9</p> <ul style="list-style-type: none"> Distinguish between theme and topic Identify difference between primary text and source material Identify allusion, metaphor, parable, and parody <p>RI. 9-10.4</p> <p>Identify:</p> <ul style="list-style-type: none"> words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text. Identify tone of a text <p>RI.9-10.7</p> <ul style="list-style-type: none"> Identify different mediums Recognize details emphasized in various sources <p>W.9-10.4</p> <p>(The underpinning knowledge targets are found in Writing Standards 1, 2, 3,7, 8, 9 and Language Standards 1-6)</p> | <ul style="list-style-type: none"> Explain what is stressed or missing from a given representation in 2 different artistic mediums <p>RL.9-10.9</p> <ul style="list-style-type: none"> Compare/contrast the treatment of similar themes or topics from two or more texts <p>RI. 9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including:</p> <ul style="list-style-type: none"> figurative connotative technical meanings <p>Analyze the cumulative effect of word choices on:</p> <ul style="list-style-type: none"> meaning tone <p>RI.9-10.7</p> <ul style="list-style-type: none"> Analyze different accounts of the same subject told in different mediums (e.g., a person's life story in both print and multimedia) Determine emphasized details in various accounts of a subject told in different mediums | <p>W.9-10.6</p> <ul style="list-style-type: none"> Use technology, including the Internet, to produce, revise, edit, and publish writing Demonstrate use of technology to update individual/shared writing Use technology to interact and collaborate with others for an intended purpose Demonstrate command of technology to link to appropriate sources of information Use technology to display information flexibly and dynamically <p>SL.9-10.1</p> <ul style="list-style-type: none"> Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Facilitate discussions over designated grade 9-10 topics Collaborate to develop guidelines for successful discussion and decision-making Follow agreed-upon guidelines for discussion Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement Reference evidence from texts and research to support comments and ideas Pose and respond to questions by | <ul style="list-style-type: none"> style appropriate to task, purpose and audience <p>(Grade-specific expectations and writing types are found in Writing Standards 1-3)</p> |
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| <p>W.9-10.5</p> <p>Recognize how and when to:</p> <ul style="list-style-type: none"> plan revise edit rewrite try a new approach <p>Recognize significant information for the needs of:</p> <ul style="list-style-type: none"> audience purpose <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p> <p>W.9-10.6</p> <ul style="list-style-type: none"> Define flexible (e.g. continually updated) and dynamic (e.g. continually progressing with intensity and vigor) display of information Know how to keep links updated with current information <p>SL.9-10.1</p> <ul style="list-style-type: none"> Identify key supporting ideas from reading and research as well as in context of larger themes and issues Describe guidelines for collegial | <p>W.9-10.4</p> <p>Analyze the reason for writing a piece to decide on:</p> <ul style="list-style-type: none"> task purpose audience <p>Determine suitable:</p> <ul style="list-style-type: none"> idea development strategies organization style appropriate to task purpose and audience <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)</p> <p>W.9-10.5</p> <p>Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> planning revising editing rewriting trying a new approach <p>Determine focus on:</p> <ul style="list-style-type: none"> what is most significant for a specific purpose what is significant for a specific audience | <p>connecting to larger themes, issues, or contexts</p> <ul style="list-style-type: none"> Engage others in discussions through questioning or responding to their ideas Question or respond to clarify, verify, or challenge conclusions posed by others Make connections to new evidence or reasoning posed to justify personal viewpoints <p>SL.9-10.4</p> <p>Present:</p> <ul style="list-style-type: none"> information findings supporting evidence <p>clearly, concisely, and logically such that listeners can following the line of reasoning and the:</p> <ul style="list-style-type: none"> organization development substance style <p>are appropriate to:</p> <ul style="list-style-type: none"> purpose audience task <p>SL.9-10.5</p> <p>Use digital media strategically in presentations</p> | |
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| <p>discussion</p> <ul style="list-style-type: none">• Describe ways to make collaborative decisions (e.g., informal consensus)• Know how to ask thought-provoking questions• Identify new information posed during discussion• Identify conclusions posed during discussion or in text <p>SL.9-10.2</p> <ul style="list-style-type: none">• Identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally)• Define credibility• Define accuracy <p>SL.9-10.4</p> <p>Identify:</p> <ul style="list-style-type: none">• information• findings• supporting evidence <p>Recognize that presentation of information is determined by analysis of:</p> <ul style="list-style-type: none">• purpose• audience• task <ul style="list-style-type: none">• Recognize what constitutes clear, concise, and logical presentation of | <p>W.9-10.6</p> <ul style="list-style-type: none">• Critique their own or others' products to update or maintain new and accurate information• Determine appropriate information for links <p>SL.9-10.1</p> <ul style="list-style-type: none">• Evaluate collegial discussion and decision-making processes used• Determine goals, deadlines, and individual roles for discussion groups• Compare and contrast opinions and facts posed by peers on the designated issue or topic• Formulate opinions, ideas, and conclusions based on prior and new evidence• Analyze evidence that supports personal opinions and ideas as well as those of others• Evaluate personal conclusions and the conclusions of others <p>SL.9-10.2</p> <ul style="list-style-type: none">• Integrate multiple sources of information presented in: diverse media formats (e.g., visually, quantitatively, | <p>to:</p> <ul style="list-style-type: none">• enhance understanding• add interest | |
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| <p>information and findings</p> <p>SL.9-10.5</p> <ul style="list-style-type: none">Recognize digital media <p>L.9-10.3</p> <ul style="list-style-type: none">Understand how language functions in different contextIdentify and understand various guidelines in style manualsRecognize that the style of a written work should be appropriate to the discipline and writing type. <p>L.9-10.5</p> <ul style="list-style-type: none">Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron)Recognize and understand the different types of relationships of wordsRecognize and understand nuances in word meanings | <p>orally)</p> <ul style="list-style-type: none">Evaluate the credibility of each sourceEvaluate the accuracy of each source <p>SL.9-10.4</p> <p>Determine:</p> <ul style="list-style-type: none">supporting evidencelogical organization <p>and</p> <ul style="list-style-type: none">appropriate developmentappropriate substanceappropriate style <p>for purpose, audience, and task</p> <p>SL.9-10.5</p> <ul style="list-style-type: none">Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidenceEvaluate the usefulness of digital media in presentations to add interest <p>L.9-10.3</p> <p>Apply knowledge of language to:</p> <ul style="list-style-type: none">understand how language functions differently in different contextsto make effective choices for meaning or styleto comprehend more fully when | | |
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| | | <p>reading or writing</p> <ul style="list-style-type: none">• Write and edit work according to style manual guidelines, appropriate for the discipline and writing type <p>L.9-10.5</p> <ul style="list-style-type: none">• Interpret the role of figurative language in the text• Analyze text’s use of language• Analyze nuances of words with similar denotations to understand words in context | | | |
| <p>Unit 3: Six Weeks</p> <p>How do my interactions with others teach me to survive?</p> | <p>Novel/Drama – <i>Othello</i></p> <p>Short Stories:</p> <ul style="list-style-type: none">• <i>Passing</i> by Langston Hughes (this comes from a great collection by Hughes called <i>The Ways of White Folks</i>. They are all short stories related to race relations.• <i>Roughing It</i> by Mark Twain• <i>A & P</i> – John Updike• <i>Teenage Wasteland</i>- Anne Tyler http://teachers.olatheschools.com/~lwuttkoe/world%20lit/sept%2021-25/Microsoft%20Word%20-%20Teenage%20Wasteland_1.pdf <p>Great Resource:</p> <p>http://www.classzone.com/lol_demo/cater/11/teen_pl.htm</p> <ul style="list-style-type: none">• Luck of Roaring Camp by Bret Harte | <p>Non-Fiction:</p> <ul style="list-style-type: none">• Brown vs. Board of Education• <i>I Have A Dream</i> by Martin Luther King, Jr http://americanrhetoric.com• <i>Women’s Right to Vote</i> by Susan B. Anthony• <i>Plessy vs. Ferguson</i> (U. S. Supreme Court)• The 14th Amendment to the Constitution, http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html• Assorted texts regarding human atrocities (DMZ, Iraq war, Somalia) <p>Visual Media:</p> <ul style="list-style-type: none">• <i>The Children’s March</i> produced by the Teaching Tolerance organization (<i>Othello</i>)• <i>The Long Walk Home</i> about the Montgomery Bus Boycott by Teaching Tolerance (<i>Othello</i>) www.tolerance.org• Saigon Execution (photo by Edward T. Adams) (<i>The Things They Carried</i>)• The Terror of War (photo by Huynh Cong “Nick” Ut) (<i>The Things They Carried</i>)• Edwin Star’s Vietnam War song, “War” http://www.youtube.com/watch?v=d8C4AIFgUg | <p>Literature</p> <p>9-10.4</p> <p>9-10.7</p> <p>9-10.9</p> <p>Informational Reading</p> <p>9-10.3</p> <p>9-10.5</p> <p>Writing</p> <p>9-10.1</p> <p>9-10.6</p> <p>9-10.7</p> <p>Speaking</p> <p>Listening</p> <p>9-10.5</p> <p>9-10.6</p> | <p>A.2.c</p> <p>A.3.c</p> <p>A.3.d</p> <p>A.5.a</p> <p>A.5.c</p> <p>A.5.e</p> <p>A.5.f</p> <p>A.5.h</p> <p>A.6.c</p> <p>A.7.a</p> <p>A.7.b</p> <p>A.8.b</p> <p>A.8.f</p> <p>A.8.h</p> <p>B.2.a</p> <p>B.6.a</p> <p>B.6.b</p> | |

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| | <p>http://www.readbookonline.net/readOnline/1102/</p> <ul style="list-style-type: none">• Flannery O'Connor – Good Country People (situated in the South, her history is interesting) – the Bible salesman takes the leg with no reason except <u>Military Texts</u> – the man's role in the military: <p>Poems:</p> <ul style="list-style-type: none">• <i>On the Bus with Rosa Parks</i> -Rita Dove http://voices.cla.umn.edu/essays/poetry/on_the_bus_with_rosa_parks.html• <i>Let America Be America Again</i>-Langston Hughes http://www.poets.org/viewmedia.php/prmMID/15609• <i>Waste land</i> -T.S. Eliot (Holt) http://www.bartleby.com/201/1.html• <i>A Sad War Story</i> - Abdi-Noor, Hagi Mohamed www.authorsden.com/visit/viewpoetry.asp?id=170066&authordD=1204• <i>The Last Warrior</i>: http://users.ap.net/~chenae/natpoem.html• <i>The Shroud of Color</i> - Countee Cullen http://www.poemhunter.com/poem/the-shroud-of-color/• <i>Bringing my Son to the Police Station</i> | <ul style="list-style-type: none">• Photo Gallery: Photos from participants in the court case and famous artwork associated with the case Brown vs. Board of Education http://www.in.gov/judiciary/citc/lessons/brown-v-board/gallery.html• <i>Courts in the Classroom</i>: Stories behind the court case, audio clips from NPR series on Brown vs. Board of Education http://www.in.gov/judiciary/citc/lessons/brown-v-board/index.html• <i>The Trail of Tears</i> - Brian Childers – Show clip of or reference Avatar to talk about history today and civil rights. | Language 9-10.4 9-10.5 | |
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| | <p><i>To Be Fingerprinted</i> - Shoshauna Shy, found in Poetry 180 - Billy Collins http://www.loc.gov/poetry/180/068.html</p> <ul style="list-style-type: none"> <i>Choices</i>—Nikki Giovanni www.nsm.buffalo.edu/~sww/poetry/giovanni_nikki.html | | |
| Paired Outside Reading Choices for this Unit (1 per unit) | | | |
| Unit 3: Reading Focus | <p>Reading</p> <ul style="list-style-type: none"> Conduct a close reading of sonnets in <i>Othello</i> to examine poetic elements. (QC-A-3.d) Reader as needed, modeling, paraphrasing, direct instruction in poetic elements Read and write literary criticism (QR-A-7.c and QC-B-2 and 3) Reader as needed, scribe as needed, instruction in writing process and writing criticism Analyze a text through various points of view (QC-A.5.c, d, and f) Reader as needed, instruction in point of view, guided questioning * Students determine the purpose and point of view in Martin Luther King, Jr's, "I Have a Dream" speech and analyze how King uses rhetoric to advance his position. (RI, 9-10.6) Reader as needed, paraphrasing, direct instruction in rhetoric devices Chart subplots in <i>Othello</i> (QC-B-1.a, QC-A-5d) Graphic organizer, reader as needed paraphrasing <p><u>Reading Response Prompts</u> (QC-B-2.d)</p> <ul style="list-style-type: none"> Expectation of Women during that time Oral responses, journaling, paraphrasing Why doesn't Desdemona fight back (death scene) | | |

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| | <p>Activate prior knowledge, prompting cueing</p> <ul style="list-style-type: none"> How does rivalry destroy lives? <p>Real life examples, prompting, guided questioning</p> <ul style="list-style-type: none"> Fidelity – Emilia would cheat on Iago to make him a monarch vs. Desdemona who wouldn't think about it – what would YOU do? Bill Clinton and Monica/Brad Pitt and Jennifer Aniston? <p>Paraphrasing, prompting</p> <ul style="list-style-type: none"> Race in general <ul style="list-style-type: none"> Explore whether race helped or hindered, etc. The way that Moors were looked at and perceived as different – Look up the words black/white/fair – check out connotation and denotation Is slang empowering? Using words like “cold” for something hip, etc. (L-9-10-3) <p>Prompting, paraphrasing, highlighting</p> | | | | |
| Unit 3: Writing Focus | <ul style="list-style-type: none"> Research Shakespearean/Elizabethan society and prepare an informative Power Point to present to the class (QC-C-a-c and e and W-9-10-6 and d7) <p>Extended time, differentiation on assignment, reduction of assignment</p> <ul style="list-style-type: none"> Create a wiki or webpage where students develop a thesis statement based on a theme or motif from <i>Othello</i> and support that thesis statement through research, textual evidence, etc. (QC-B-3. a) <p>Extended time, direct instruction in technology, reduction of assignment</p> <ul style="list-style-type: none"> Use blogs to have students post their thesis statements where other students have an opportunity to respond and comment (QC-B-3. a) <p>Direct instruction in blog creation, direct instruction in thesis statement construction, extended time</p> <ul style="list-style-type: none"> Use poetry stations to explore forms and literary devices (listening stations, metaphor wall, etc.) (QC-A.3.d) <p>Direct instruction in literary devices, prompting, journaling</p> <ul style="list-style-type: none"> Write arguments/rationales for behavior from different characters' points of view (QC-A.5.d) <p>Scribe as needed, verbal to written response, instruction in the writing process</p> <ul style="list-style-type: none"> Create a “ Facebook status” for characters from a play or novel that reflects a theme/motif in the text (QC-B.3. a) <p>Paraphrasing, prompting, instruction in themes</p> <ul style="list-style-type: none"> Students analyze and write a research paper about the fall of modern icons and how their individual actions have a ripple effect (QC-C.f): Tiger Woods, Barry Bonds, Lance Armstrong, Roger Clements, Michael Vick Anthony Weiner, Martha Stewart, Arnold Schwarzenegger, Rod Blagojevich, Charlie Sheen <p>Extended time, list of possible paper choices, scribe as needed, oral to written response, cue cards</p> | | | | • |
| Unit 3: Grammar/Usage/ | <p>Language:</p> <ul style="list-style-type: none"> Continue daily grammar exercises as five minute sponges (RL-9-10.1 and | <p>Speaking/Listening:</p> <ul style="list-style-type: none"> YouTube video of a dramatic reading of “A Break Up Letter” | <p>Vocabulary:</p> <p>Allusion</p> | | |

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| Word Instruction/A .C.T. College Readiness Standards | QC-A-4.a-f) <ul style="list-style-type: none">Focus on persuasive terms/figurative language using speeches (QC-A-6.1 | (dramatization and tone), http://www.youtube.com/watch?v=MBHOL1PcPR (can also be used for language lesson) (QC-D-1.d) <ul style="list-style-type: none">Dramatize a scene from <i>Othello</i> (QC-A-7b and QC-D-1.a)Conduct interviews with characters in the play where students assume the role of a character and answer questions about their actions and motivation (QC-A.5.d and QC-D-1.a)Debate claims, arguments | Antagonist Artistic mediums Aside Claims Connotation Denotation Drama Figures of speech (e.g., hyperbole, paradox,) Interpretation Inferred meanings in context or in a dictionary Motif Protagonist Soliloquy Source material Symbolism Tone Tragedy | | |
| Knowledge | | Reasoning Skills | | Processing Skills | |
| RL.9-10.4 Identify: <ul style="list-style-type: none">words and phrasesfigurative words and phrasesconnotative words and phrases | | RL.9-10.4 <ul style="list-style-type: none">Determine the meaning of words and phrases as they are used in a textDetermine the figurative and connotative meanings of words and phrases as they are used in a text | | W.9-10.6 <ul style="list-style-type: none">Use technology, including the Internet, to produce, revise, edit, and publish writingDemonstrate use of technology to update individual/shared writing | |
| | | | | W.9-10.1 Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: <ul style="list-style-type: none">introduces precise claim(s) | |

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| <p>in a text</p> <ul style="list-style-type: none"> Identify words that impact meaning and tone <p>RL.9-10.7</p> <ul style="list-style-type: none"> Identify various artistic mediums Recognize the literary and artistic use of the terms “subject” & key scene <p>RL.9-10.9</p> <ul style="list-style-type: none"> Distinguish between theme and topic Identify difference between primary text and source material Identify allusion, metaphor, parable, and parody <p>RI.9-10.3</p> <ul style="list-style-type: none"> Identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c and logical) Identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes) <p>RI.9-10.5</p> | <ul style="list-style-type: none"> Analyze the cumulative impact of specific word choice on meaning or tone <p>RL.9-10.7</p> <ul style="list-style-type: none"> Explain how and why an artist/author chooses to represent a subject or scene Analyze why the artist/author emphasized ideas for effect Explain what is stressed or missing from a given representation in 2 different artistic mediums <p>RL.9-10.9</p> <ul style="list-style-type: none"> Compare/contrast the treatment of similar themes or topics from two or more texts <p>RI.9-10.3</p> <ul style="list-style-type: none"> Determine the main ideas or events Examine the strategies the author uses to <ul style="list-style-type: none"> introduce his points develop his points Analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message | <ul style="list-style-type: none"> Use technology to interact and collaborate with others for an intended purpose Demonstrate command of technology to link to appropriate sources of information Use technology to display information flexibly and dynamically <p>SL.9-10.5</p> <p>Use digital media strategically in presentations to:</p> <ul style="list-style-type: none"> enhance understanding add interest <p>SL.9-10.6</p> <ul style="list-style-type: none"> Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when appropriate | <ul style="list-style-type: none"> distinguishes claims from alternate or opposing claims creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence develops claim(s) and counterclaims fairly, with evidence points out strengths and limitations of claims and counterclaims anticipates the audience’s knowledge level and concerns uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship establishes and maintains formal style and objective tone attends to the norms and conventions of the discipline provides a concluding statement that follows from and supports the argument presented |
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| <ul style="list-style-type: none">Identify the author’s ideas or claimsDetermine the structure/text features of an informational passage <p>W.9-10.1</p> <ul style="list-style-type: none">Recognize organizational patterns in writingDefine precise claim and counter claimDefine and generate substantive topics or textsRecognize relevant and sufficient evidenceDefine rhetorical audienceIdentify fair and unfair claims and counterclaimsRecognize :<ul style="list-style-type: none">transitional words, phrases, and clausesformal style and objective toneconcluding statements or sections that support the argument presentedExplain audience awareness, including knowledge level and concernsIdentify norms and conventions of disciplines <p>W.9-10.6</p> <ul style="list-style-type: none">Define flexible (e.g. continually updated) and dynamic (e.g. continually progressing with intensity and vigor) | <p>RI.9-10.5</p> <ul style="list-style-type: none">Analyze how the author uses particular:<ul style="list-style-type: none">sentences,paragraphs, orlarger portions to <p>develop or refine:</p> <ul style="list-style-type: none">ideas or claims <p>W.9-10.1</p> <ul style="list-style-type: none">Analyze a substantive topic or text to determine if it is suitable for a written argumentDetermine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claimsDetermine the relationships between claims and counterclaimsSelect an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidenceDevelop claims and counterclaims fairlyAnalyze the knowledge level and concerns of the rhetorical audienceEvaluate strengths and limitations of claims and counterclaimsLink major sections of the text and | | |
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| <p>display of information</p> <ul style="list-style-type: none">• Know how to keep links updated with current information <p>W.9-10.7</p> <p>Identify:</p> <ul style="list-style-type: none">• appropriate short and sustained research topics• multiple sources on the subject of the research• Use reference materials (both print and electronic material) appropriately• Narrow or broaden the inquiry when appropriate <p>SL.9-10.5</p> <ul style="list-style-type: none">• Recognize digital media <p>SL.9-10.6</p> <ul style="list-style-type: none">• Describe audience, situation, and purpose• Identify qualities of formal and informal speech• Describe formal and informal settings• (The underpinning knowledge targets are found in Language Standards 1 and 3) | <p>create cohesion using words, phrases and clauses</p> <ul style="list-style-type: none">• Clarify relationships a)among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses• Develop formal writing style and objective tone while attending to the norms and conventions of the discipline• Plan a concluding statement or section that follows from and supports the argument presented <p>W.9-10.6</p> <ul style="list-style-type: none">• Critique their own or others' products to update or maintain new and accurate information• Determine appropriate information for links <p>W.9-10.7</p> <ul style="list-style-type: none">• Evaluate the credibility of sources• Construct and refine research questions• Synthesize information from multiple sources• Conduct steps for short as well as sustained research projects to answer a | | |
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| <p>L.9-10.4</p> <ul style="list-style-type: none">Identify words and phrases with multiple meaningsRecognize patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>)Consult general and specialized reference materials (print and digital) to find: <p>word pronunciation, meaning part of speech etymology</p> <p>L.9-10.5</p> <ul style="list-style-type: none">Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron)Recognize and understand the different types of relationships of wordsRecognize and understand nuances in word meanings | <p>question</p> <ul style="list-style-type: none">Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem <p>SL.9-10.5</p> <ul style="list-style-type: none">Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidenceEvaluate the usefulness of digital media in presentations to add interest <p>SL.9-10.6</p> <ul style="list-style-type: none">Evaluate audience needs (including perceptions and misconceptions)Distinguish between formal and informal speechAnalyze the situation to determine if it requires formal or informal languageL.9-10.4Apply context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phraseDetermine or clarify the meaning of unknown or multiple meaning words and phrasesChoose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase | | |
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| | <ul style="list-style-type: none">• Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary)• Use word patterns that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) <p>L.9-10.5</p> <ul style="list-style-type: none">• Interpret the role of figurative language in the text• Analyze text’s use of language• Analyze nuances of words with similar denotations to understand words in context | | |
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| <p>Unit 4: Six Weeks</p> <p>Why is a culture's definition of morality important?</p> | <p>Novels: <i>Warriors Don't Cry</i> – Melba Patillo Beals</p> <p>Short Stories:</p> <ul style="list-style-type: none"> • <i>A Worn Path</i> – Eudora Welty http://www.theatlantic.com/past/docs/issues/41feb/wornpath.htm link to full text. This story tells of a grandmother's sacrifice to keep her grandson alive. This story also fits nicely with a discussion of Joseph Campbell's archetype of the hero's journey. It tells of an old woman's physical and psychological journey. • <i>Good Country People</i> – Eudora Welty http://faculty.weber.edu/Jyoung/English%206710/Good%20Country%20People.pdf • Young Goodman Brown by Nathaniel Hawthorne: http://www.online-literature.com/poe/158/ • <i>Excerpt from Ceremony</i> - Leslie Marmon Silko http://history.hanover.edu/hhr/hhr93_2.html • <i>The Women of Brewster Place</i> – Gloria Naylor • <i>“Women”</i> by Alice Walker <p>Poems:</p> <ul style="list-style-type: none"> • <i>*Ozymandias</i> – Percy Bysshe Shelley http://www.rc.umd.edu/rchs/reader/ozymandias.html • <i>Kentucke</i> – Frank X. Walker Text | <p>Non-Fiction:</p> <ul style="list-style-type: none"> • <i>My Dungeon Shook</i> – James Baldwin http://www.thenagain.info/Classes/Sources/Baldwin.html • <i>“Leaving a Lasting Impression,”</i> A personal story about air force pilot and how his father made a lasting impression http://www.af.mil/news/story.asp?id=123239273 • “In Plato’s Cave”-QC • “A Letter from Harper Lee”-QC • “Parting the Waters”-QC • “Coming of Age in Mississippi”-QC • “A Life is More than a Moment”-QC • “Eyes on the Prize”-QC • “Walking Backward out of the Schoolhouse Door”-QC • Ancestors of Rosa Parks-QC • “My Object, Tradition, or Story”-QC <p>Visual Text</p> <ul style="list-style-type: none"> • Handout B-2 QC: Race Riot Photograph • Handout B-8 QC: Fred Blackwell Photograph | <p>Literature 9-10.1 9-10.2 9-10.3</p> <p>Informational Reading 9-10.8 9-10.9</p> <p>Writing 9-10.1</p> <p>Speaking Listening 9-10.3 9-10.4</p> <p>Language 9-10.4 9-10.5</p> | <p>A.5.a A.5.e A.6.a A.6.b A.6.c A.7.a A.8.d A.8.h B.1.c B.2.a B.2.f B.3.a B.3.b B.3.d B.4.b B.5.a B.5.b</p> |
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| | <p>and poet reading his poem: http://coalblackvoices.com/poets/frank/kentucke2.html</p> <ul style="list-style-type: none"> <i>The Incident</i> – Countee Cullen, http://www.poetryfoundation.org/poem/171327 | | | |
| Paired Outside Reading Choices for this Unit (1 per unit) | <p><i>I Know Why the Caged Bird Sings</i> <i>Individual Readings on Race Riots/Race Relations/Segregation/Civil Rights Movement</i></p> | | | |
| Unit 4: Reading Focus | <ul style="list-style-type: none"> Analyze visual images- Students look at photographs (civil rights movement) and create claims based on the picture. Modeling, guided questioning Compare and contrast the reading of the text to poems/short stories within unit. Graphic organizer, reader as needed, paraphrasing Examine different interpretations of the themes of a text. Reader as needed, paraphrasing, direct instruction making interpretations Analyze how theme is similar across different genres. Prompting, paraphrasing, journals/note taking View different representations of a topic and discuss the emphasis of each. Reader as needed, paraphrasing, guided questioning Read and analyze a variety of genres that deal with the same topic. Explain how the writers approach these topics based on the genre. Reader as needed, journals/ note taking, modeling with examples. Look at political cartoons and analyze the argument. Direct instruction in analysis, modeling | | | |
| Unit 4: Writing Focus | <ul style="list-style-type: none"> Students produce an argumentative essay (short length). Scribe as needed, direct instruction in writing process and editing process, modified/fix it grading Journal entries oral to written responses, no penalty for spelling, reduction in amount Quickwrites and short essays (1 page) Extended time, scribe as needed, if scribe not available no penalty for spelling | | | |
| Unit 4: | Language | Speaking/Listening | Vocabulary: | |

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| Grammar/Usage/Word Instruction/A.C.T. College Readiness Standards | <p>Allow students to notice and imitate examples. Provide mentor sentences, give students the opportunity to find examples and allow practice.</p> <p>Teach in context and isolation. Use examples from students' own writing and texts read as a class.</p> | <p>Present argumentative essay to class/presentations (visual)</p> | <ul style="list-style-type: none"> • Segregation • Argumentation • Civil Rights • Civil Liberties • Point of view • Purpose • Audience • Task • Edit • Claim • Source Material • Credibility • Character Flaws | | |
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| Knowledge | Reasoning Skills | Processing Skills | Products | | |
| <p>RL.9-10.1</p> <ul style="list-style-type: none"> • Identify strong and thorough textual evidence • Discuss details the text uses to support textual analysis <p>RL.9-10.2</p> <ul style="list-style-type: none"> • Identify the central idea or theme within a text • Identify specific details that support the development of a theme or central idea as it: emerges is shaped is refined • Provide an objective summary | <p>RL.9.10.1</p> <ul style="list-style-type: none"> • Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas • Draw inferences from the text in order to understand how textual analysis is developed • Cite strong and thorough textual evidence to support the text (explicit and inferred) <p>RL.9-10.2</p> <ul style="list-style-type: none"> • Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details • Interpret how the text supports key ideas or themes with specific details | <p>SL.9-10.4</p> <p>Present:</p> <ul style="list-style-type: none"> • information • findings • supporting evidence <p>clearly, concisely, and logically such that listeners can following the line of reasoning and the:</p> <ul style="list-style-type: none"> • organization • development • substance • style <p>are appropriate to:</p> <ul style="list-style-type: none"> • purpose • audience • task | <p>W.9-10.1</p> <p>Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which:</p> <ul style="list-style-type: none"> • introduces precise claim(s) • distinguishes claims from alternate or opposing claims • creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence • develops claim(s) and counterclaims fairly, with evidence • points out strengths and limitations of claims and counterclaims • anticipates the audience's knowledge level and concerns | | |

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| <p>RL.9-10.3</p> <ul style="list-style-type: none"> Identify: complex characters in a text evidence in a text that makes the character complex Identify conflicting motivations Identify the theme of a story <p>RI.9-10.8</p> <ul style="list-style-type: none"> Define and identify false statements Define and identify fallacious reasoning Recognize valid reasoning Recognize relevant and sufficient evidence <p>RI.9-10.9</p> <ul style="list-style-type: none"> Identify seminal U.S. documents of historical and literary significance Identify the: purpose related themes and concepts of U.S. documents of historical and literary significance <p>W.9-10.1</p> <ul style="list-style-type: none"> Recognize organizational patterns in writing Define precise claim and counter claim | <ul style="list-style-type: none"> Formulate an objective summary that includes how the central idea: emerges is shaped Is refined by specific details <p>RL.9-10.3</p> <ul style="list-style-type: none"> Analyze how characters change over the course of the text Explain how characters' motivations/traits affect the plot Describe the conflicts and motivations in character(s) Analyze how the character(s)': conflicts motivations interactions advance the plot or theme <p>RI.9-10.8</p> <ul style="list-style-type: none"> Delineate the argument and specific claims in a text Evaluate the argument in a text Evaluate the specific claim(s) in a text Assess: the validity of reasoning the relevance of the evidence the sufficiency of the evidence Distinguish between fallacious and valid reasoning <p>RI.9-10.9</p> | | <ul style="list-style-type: none"> uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship establishes and maintains formal style and objective tone attends to the norms and conventions of the discipline provides a concluding statement that follows from and supports the argument presented |
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| <ul style="list-style-type: none">Define and generate substantive topics or textsRecognize relevant and sufficient evidenceDefine rhetorical audienceIdentify fair and unfair claims and counterclaimsRecognize : transitional words, phrases, and clauses formal style and objective tone concluding statements or sections that support the argument presentedExplain audience awareness, including knowledge level and concernsIdentify norms and conventions of disciplines <p>SL.9-10.3</p> <p>Define and identify:</p> <ul style="list-style-type: none">fallacious reasoningexaggerated evidencedistorted evidence in a speech <p>Define and identify a speaker's:</p> <ul style="list-style-type: none">point of viewreasoninguse of rhetoricuse of evidence <p>SL.9-10.4</p> <p>Identify:</p> <ul style="list-style-type: none">informationfindingssupporting evidence | <ul style="list-style-type: none">Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address Gettysburg Address <i>Roosevelt's Four Freedoms speech</i> King's "Letter from Birmingham Jail")Including how they address : related themes concepts <p>W.9-10.1</p> <ul style="list-style-type: none">Analyze a substantive topic or text to determine if it is suitable for a written argumentDetermine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claimsDetermine the relationships between claims and counterclaimsSelect an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidenceDevelop claims and counterclaims fairlyAnalyze the knowledge level and concerns of the rhetorical audienceEvaluate strengths and limitations of claims and counterclaimsLink major sections of the text and create cohesion using words, phrases and clausesClarify relationships a)among claims | | |
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| <p>Recognize that presentation of information is determined by analysis of:</p> <ul style="list-style-type: none">• purpose• audience• task <p>Recognize what constitutes clear, concise, and logical presentation of information and findings</p> <p>L.9-10.4</p> <ul style="list-style-type: none">• Identify words and phrases with multiple meanings• Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>)• Consult general and specialized reference materials (print and digital) to find: word pronunciation, meaning part of speech etymology <p>L.9-10.5</p> <ul style="list-style-type: none">• Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron)• Recognize and understand the different types of relationships of words• Recognize and understand nuances in | <p>and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses</p> <ul style="list-style-type: none">• Develop formal writing style and objective tone while attending to the norms and conventions of the discipline• Plan a concluding statement or section that follows from and supports the argument presented <p>SL.9-10.3</p> <p>Evaluate a speaker's:</p> <ul style="list-style-type: none">• point of view• reasoning• use of evidence• use of rhetoric <p>SL.9-10.4</p> <p>Determine:</p> <ul style="list-style-type: none">• supporting evidence• logical organization• appropriate development• appropriate substance• appropriate style <p>for purpose, audience, and task</p> <p>L.9-10.4</p> <ul style="list-style-type: none">• Apply context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a | | |
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| word meanings | <p>sentence) as a clue to the meaning of a word or phrase</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown or multiple meaning words and phrases • Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase • Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary) • Use word patterns that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) <p>L.9-10.5</p> <ul style="list-style-type: none"> • Interpret the role of figurative language in the text • Analyze text's use of language • Analyze nuances of words with similar denotations to understand words in context | | |
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| Unit 5: Six Weeks What impact do words have on the choices I | <p>Novels/Dramas: <i>Julius Caesar</i> (excerpts) <i>St. Crispin's Day Speech</i> (<i>Henry V</i> excerpt)</p> <p>Short Stories: <ul style="list-style-type: none"> • <i>*Gift of the Magi</i> – Charles Dickens, http://www.online- </p> | <p>Non-Fiction:</p> <ul style="list-style-type: none"> • <i>*Dr. Martin Luther King, Jr., Letter from the Birmingham Jail</i> http://historicaltextarchive.com/sections.php?action=read&artid=40 • <i>Obama Speeches</i> http://www.presidentsusa.net/speeches.html • <i>*FDR State of Union Address</i> http://www.teachingamericanhistory.org/library/index.asp?document=463 | <p>Literature 9-10.5 9-10.6 9-10.8</p> <p>Informational Reading</p> | <p>Quality Core Standards Assessed on Benchmark (Speeches) – Given after Unit 5</p> |
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| <p>make?</p> | <p>literature.com/donne/1014/</p> <ul style="list-style-type: none"> • <i>Speaking in Tongues</i> from <i>Drinking Coffee Elsewhere</i> - ZZ Packer | <ul style="list-style-type: none"> • <i>*Speech to the Second Virginia Convention</i> http://www.history.org/almanack/life/politics/giveme.cfm • <i>*George Washington's Farewell Address</i> http://www.fff.org/freedom/1001f.asp • <i>*Gettysburg Address</i> http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm • <i>Alan Alda's Commencement Speech</i> http://www.williston.com/page.aspx?pid=2061 • <i>Julius Caesar – Marc Antony's Speech</i>: text and video from film: http://www.perthnow.com.au/marc-antonys-speech-for-caesar/story-fna7dq6e-1111116557877 • <i>Cher Horowitz Introductory Speech – Clueless</i> • <i>Atticus Finch, Do Not Convict Tom Robinson – To Kill a Mockingbird</i> • <i>King Henry V, Once More, Unto the Breach</i>- William Shakespeare http://www.liebreich.com/LDC/HTML/Opinion/Iraq/Breach.html • <i>St. Crispin's Day Speech</i> – William Shakespeare-text and video: http://www.americanrhetoric.com/MovieSpeeches/moviespeechhenryV.html • <i>Ladybird Johnson Speech: Tribute to Eleanore Roosevelt</i> http://www.famous-speeches-and-speech-topics.info/famous-speeches-by-women/ladybird-johnson-speech.htm • <i>Susan B. Anthony Speech After Being Convicted of Voting</i> http://www.famous-speeches-and-speech-topics.info/famous-speeches-by-women/susan-b-anthony-speech.htm • <i>Steve Jobs: How to Live Before You Die</i> http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html <p>www.americanrhetoric.com (for speeches)</p> <p>http://www.presidentsusa.net/speeches.html (presidential speeches)</p> | <p>9-10.6</p> <p>Writing 9-10.2 9-10.8 9-10.9 9-10.10</p> <p>Speaking Listening 9-10.2 9-10.4 9-10.6</p> <p>Language 9-10.1 9-10.3 9-10.6</p> | <p>A.2.c A.5.e A.5.h A.6.a A.6.b A.7.a A.7.b A.8.f B.3.a B.3.b B.3.d B.3.e B.3.c B.4.c B.4.e</p> |
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| | | <p>Visual Media:</p> <ul style="list-style-type: none">• Great site for analyzing media: http://www.ithaca.edu/looksharp/12BasicWays.pdf?PHPSESSID=13d23e2045e6fb9c0b3a1c257708eda• Evaluating Websites: http://www.ithaca.edu/looksharp/?action=medialit_websites• Interview with ZZ Packer, www.identitytheory.com/interviews/bitnbaum103.html http://judebert.com/progress/media/fark/rockring.ozymandias.jpg (paintings to accompany Ozymandias)• http://farm4.static.flickr.com/3091/3263126455_d2084dde36_o.jpg (paintings to accompany Ozymandias)• http://www.ancientsculpturegallery.com/262.htmlhttp://www.brooklynmuseum.org/opencollection/objects/3066/Relief_of_Ramses_II• http://www.metmuseum.org/toah/works-of-art/05.4.256• http://conversationsfamouswriters.blogspot.com/2005/10/jeanette-walls-glass-castle.html (blog with author of <i>The Glass Castle</i>)• “<i>Teaching Ethics with Comic Strips</i>” explaining existentialism through Calvin and Hobbes paired with Camus’ <i>The Stranger USA Today: Society for the Advancement of Education</i> http://findarticles.com/p/articles/mi_m1272/is_n2627_v126/ai_19671125 http://www.gocomics.com/calvinandhobbes/2009/05/15/• www.pbs.org/wnet/americanmasters/ Documentaries about Philip Johnson, Frank Gehry, and Annie Leibowitz | | |
| <p>Paired Outside Reading Choices for this Unit (1 per unit)</p> | <p>Student choice – Bring in an example of a speech</p> | | | |

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| Unit 5: Reading Focus | <ul style="list-style-type: none"> • *Students analyze how artistic representations of Ramses II (The pharaoh who reigned during the time of Moses) vary, basing their analysis on what is emphasized or absent in different treatments of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “<i>Ozymandias</i>.” (RL.9-10.7) Modeling, prompting, guided questioning • *Students compare <i>George Washington’s Farewell Address</i> to other foreign policy statements, such as <i>Monroe Doctrine</i>, and analyze how both texts address similar themes and concepts regarding, “entangling alliances.” (RI. 9-10.9) Adapted texts if possible, reader as needed, paraphrasing • Student compare Dr. Martin Luther King, Jr.’s two speeches: <i>Letter from Birmingham Jail</i> and <i>I have a Dream</i>, and analyze rhetorical strategies used. Students use highlighters to indicate places where King used the various rhetorical appeals. (QC-A5, A6, and A7) Paraphrasing, reader as needed, highlighting, direct instruction of rhetorical • Students use the Speech Analysis in ACT Quality Core Unit 8 to analyze one or more speeches. Direct instruction in speech analysis, reader as needed • An extensive list of discussion questions for <i>The Adoration of Jenna Fox</i>: http://www.whoisjennafox.com/jennafoxguide.pdf (QC-7b) Reader as needed, journaling/note taking • Have students read short text biographies on http://www.biography.com/people. There are several categories to choose from, including inventors, artists, politicians, leaders and more. Reader as needed, give list of possible choices, paraphrasing • Allow students to paraphrase and summarize the articles, as well as to write about them in light of the essential question. will complete during senior year. • Reader as needed, scribe as needed, small group instruction |
| Unit 5: Writing Focus | <ul style="list-style-type: none"> • Journal Prompts – At the beginning of the unit, students create a list of people and events that have made a lasting impression on them and each day they write a page about each. After a couple of weeks, students then decide which they will use for their informative/explanatory piece. (QC-7b) Scribe as needed, oral to written responses, direct instruction in writing process • Students write an essay whereby they compare two speeches. First, students focus on similarities and differences between the situations and purposes for which the speeches were given. Next, students focus on the similarities and differences in language, the persuasive appeals, and the delivery style (vocal phrasing and emphasis, for example) used in each speech. Students may use a Venn Diagram to help organize their thinking. (QC-A5, A6, and A7) Graphic organizer, scribe as needed, highlighting, extended time • Students use the Writing a Letter to the Editor from ACT Quality Core Unit 8. Students practice using supporting materials. Direct instruction in format, scribe, extended time, fix it/modified grading • Have students use two different covers for <i>The Adoration of Jenna Fox</i> to explore the different visuals interpretation of the text. http://us.macmillan.com/theadorationofjennafox/MaryEPearson Scribe as needed, guided questioning • *Write a close literary analysis of one of the poems in the unit, with attention to its form, figurative language, symbolism, and meaning. Be sure to include any historical |

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| | <p>context necessary. Use at least three pieces of textual evidence to support your analysis in an essay. (W.9-10.2 and .9)</p> <ul style="list-style-type: none"> • Scribe as needed, direct instruction in writing process, written examples, extended time | | | |
| Unit 5: Grammar/Usage/Word Instruction/A.C.T. College Readiness Standards | <p>Language:</p> <ul style="list-style-type: none"> • Continue daily grammar exercises as five minute sponges (RL-9-10.1 and QC-A-4.a-f) • Focus on persuasive terms/figurative language using speeches (QC-A-6.1) • <i>The Gift of the Magi</i>: O. Henry opens his story with a mixture of complete sentences and sentence fragments that helps establish the narrator's voice and tone. To explore O. Henry's use of sentence structure and tone, have students re-read the first three paragraphs of the story and discuss the following questions: • Identify at least two sentence fragments in the passage and describe the effect the fragments create. • What do you notice about the lengths of the sentences and their affect? • Identify the sentence in the passage that contains a verb in the imperative mood and its affect. | <p>Speaking/Listening:</p> <p>Analyze the effectiveness of the persuasive techniques of a speech on paper vs. oral delivery (SL-9-10.2; SL-9-10.3)</p> <ul style="list-style-type: none"> • Listen to speeches on www.americanrhetoric.com and evaluate point of view, reasoning, and rhetoric (SL-9-10.3) • View "A Class Divided" on PBS Frontline: This is one of the most requested programs in FRONTLINE's history. It is about an Iowa schoolteacher who, the day after Martin Luther King Jr. was murdered in 1968, gave her third-grade students a first-hand experience in the meaning of discrimination. This is the story of what she taught the children, and the impact that lesson had on their lives. http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html Have a Socratic Circle after viewing to discuss the questions. Questions are provided on the website. (SL-9-10.1) <p>Students must design their own island with at least THREE obstacles that must be faced...cannot use any of the same situations from the text...be creative! Students must design their island, complete, with captions on the posterboard. In an essay, students must explain how their hero overcame the three obstacles, as well as a basic description of</p> | <ul style="list-style-type: none"> • Vocabulary: Cause/effect • Word choice (diction) • Ambiguities • Analysis • Argument • Compare/contrast • Explicit • Implicit • Inconsistencies • Interpretations • Myth • Paraphrase • Perspective • Premise • Problem/solution • Repetition • Style • Summarize • Syntax • Text structures/organizational patterns • Thesis • Unity • Viewpoint | |

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| | | their island. NOTE: Pair with <i>The Odyssey</i> (SL-9-10.5; W-9-10.10) | | |
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| Knowledge | | Reasoning Skills | Processing Skills | Products |
| RL.9-10.5 <ul style="list-style-type: none">Identify aspects of text’s structureIdentify order of events in textIdentify how author manipulates timeDescribe the effect such as: mystery tension surprise the author uses | RL.9-10.5 Analyze how author’s: <ul style="list-style-type: none">choice of plot structure creates an effectorder of events within a text creates an effectmanipulation of time creates an effect | W.9-10.10 <ul style="list-style-type: none">Writes routinely over extended time frames (time for research, reflection, and revision)Writes routinely over shorter time frames (a single sitting or a day or two) | W.9-10.2 Write informative/explanatory text which: <ul style="list-style-type: none">examines/conveys complex ideas, concepts, informationdemonstrates clear and accurate informationuses: effective selection organization analysis of content | |
| RL.9-10.6 <ul style="list-style-type: none">Define cultural experienceDistinguish difference between culture and cultural experienceIdentify the: point of view or cultural experience | RL.9-10.6 <ul style="list-style-type: none">Cite details or examples of the point of view or cultural experienceExamine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the USAnalyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature | SL.9-10.4 Present: <ul style="list-style-type: none">informationfindingssupporting evidence | Introduce a topic and: <ul style="list-style-type: none">organize complex ideas, concepts, and information to make important connections and distinctionsinclude formatting, graphics, and multimedia when useful to aiding comprehension | |
| RL.9-10.8 | | | | |
| RI.9-10.6 <ul style="list-style-type: none">Define rhetoricIdentify rhetorical techniques | RL.9-10.8 RI.9-10.6 <ul style="list-style-type: none">Analyze the author’s use of rhetoricAnalyze the rhetorical techniques the | clearly, concisely, and logically such that listeners can following the line of reasoning and the: <ul style="list-style-type: none">organizationdevelopmentsubstancestyle are appropriate to: <ul style="list-style-type: none">purposeaudiencetask | Develop the topic with: <ul style="list-style-type: none">well-chosen, relevant, and sufficient factsextended definitionsconcrete detailsquotationsother informationexamples | |
| | | SL.9-10.6 | | |

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| <p>W.9-10.2</p> <p>Identify:</p> <ul style="list-style-type: none"> • complex ideas • appropriate formatting • supporting details • effective transitions • precise language • domain specific-language • Identify a conclusion for the topic that follows from and supports the information or explanation presented <p>W.9-10.8</p> <ul style="list-style-type: none"> • Recognize authoritative digital and print sources • Cite in standard formats • Perform an advanced search • Define and identify plagiarism <p>W.9-10.9</p> <ul style="list-style-type: none"> • Identify key ideas and details which provide evidence to support conclusions about the text accessed through research • Cite textual evidence to support analysis of what the text says explicitly <p>W.9-10.10</p> | <p>author uses to express his/her point of view or purpose</p> <ul style="list-style-type: none"> • Support your analysis with examples from the text <p>W.9-10.2</p> <ul style="list-style-type: none"> • Determine organization of complex ideas • Determine appropriate: formatting graphics multimedia to aid comprehension • Determine: well-chosen, relevant, sufficient: facts definitions details quotations appropriate to the audience's knowledge of the topic • Determine appropriate and varied transitions that: link sections create cohesion clarify relationships among complex ideas/concepts • Evaluate word choice for managing complexity of tone • Determine formal style and objective tone while attending to the norms and conventions of informative writi • Determine an effective, supportive | <ul style="list-style-type: none"> • Speak effectively in a variety of situations • Demonstrate correct language usage • Adjust from informal to formal language when appropriate <p>L.9-10.1</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when speaking • Use parallel structure • Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations <p>L.9-10.6</p> <p>Use general and domain-specific words and phrases at the college and career readiness level sufficient for:</p> <ul style="list-style-type: none"> • reading • writing • speaking and listening <p>Use appropriate contextual clues when</p> | <p>appropriate to the audience's knowledge of the topic</p> <p>Use appropriate and varied transitions to:</p> <ul style="list-style-type: none"> • link the major sections of the text, • create cohesion • clarify the relationships among complex ideas and concepts • Use precise language and domain-specific vocabulary to manage the complexity of the topic • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing • Provide a concluding statement or section that follows from and supports the information or explanation presented |
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| <p>Recognize:</p> <ul style="list-style-type: none">taskaudiencepurposes <p>SL.9-10.2</p> <ul style="list-style-type: none">Identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally)Define credibilityDefine accuracy <p>SL.9-10.4</p> <p>Identify:</p> <ul style="list-style-type: none">informationfindingssupporting evidence <p>Recognize that presentation of information is determined by analysis of:</p> <ul style="list-style-type: none">purposeaudiencetaskRecognize what constitutes clear, concise, and logical presentation of information and findings <p>SL.9-10.6</p> <ul style="list-style-type: none">Describe audience, situation, and | <p>conclusion for the topic that follows from and supports the information or explanation presented</p> <p>W.9-10.8</p> <ul style="list-style-type: none">Gather relevant information from multiple print and digital sourcesAssess the usefulness/ authoritative print of each source in answering the research question <p>Integrate information into text selectively to:</p> <ul style="list-style-type: none">maintain flow of ideasavoid plagiarismUse advanced searches effectively <p>W.9-10.9</p> <ul style="list-style-type: none">Draw evidence from key ideas and details as support for researchAnalyze key ideas and details in a text as evidence for support understanding of textReflect on key ideas and details in a text as evidence for support understanding of text <p>W.9-10.10</p> <p>Determine when to write:</p> <ul style="list-style-type: none">routinely over extended time frames (time for research, reflection, and | <p>demonstrating independence in gathering vocabulary knowledge by:</p> <ul style="list-style-type: none">contextual cluesreferences/resources | |
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| <p>purpose</p> <ul style="list-style-type: none">Identify qualities of formal and informal speechDescribe formal and informal settings(The underpinning knowledge targets are found in Language Standards 1 and 3) | <p>revision)</p> <ul style="list-style-type: none">routinely over shorter time frames (a single sitting or a day or two)Determine organizational structure for a range of tasks, purposes, and audiences | | |
| <p>L.9-10.1</p> <ul style="list-style-type: none">Define and identify parallel structureRecognize various types of phrases: noun verb adjectival adverbial participial prepositional absoluteIdentify types of clauses: independent, dependent noun, relative, adverbial | <p>SL.9-10.2</p> <p>Integrate multiple sources of information presented in:</p> <ul style="list-style-type: none">diverse mediaformats (e.g., visually, quantitatively, orally)Evaluate the credibility of each sourceEvaluate the accuracy of each source | | |
| <p>L.9-10.3</p> <ul style="list-style-type: none">Understand how language functions in different contextIdentify and understand various guidelines in style manualsRecognize that the style of a written work should be appropriate to the discipline and writing type. | <p>SL.9-10.4</p> <p>Determine:</p> <ul style="list-style-type: none">supporting evidencelogical organization <p>and</p> <ul style="list-style-type: none">appropriate developmentappropriate substanceappropriate style for purpose, audience, and task <p>SL.9-10.6</p> | | |

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| <p>L.9-10.6</p> <ul style="list-style-type: none">• Identify academic and domain-specific words and phrases sufficient for:<ul style="list-style-type: none">• reading• writing• speaking and listening• Recognize and gather words and phrases important to comprehension or expression• Identify appropriate resources to aid in gathering vocabulary knowledge | <ul style="list-style-type: none">• Evaluate audience needs (including perceptions and misconceptions)• Distinguish between formal and informal speech• Analyze the situation to determine if it requires formal or informal language <p>L.9-10.1</p> <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing• Incorporate parallel structure• Use various phrases and clauses to: add variety and interest to writing convey specific meanings in writing <p>L.9-10.3</p> <p>Apply knowledge of language to:</p> <ul style="list-style-type: none">• understand how language functions differently in different contexts• to make effective choices for meaning or style• to comprehend more fully when reading or writing <ul style="list-style-type: none">• Write and edit work according to style manual guidelines, appropriate for the discipline and writing type <p>L.9-10.6</p> | | |
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| | <ul style="list-style-type: none">• Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through:<ul style="list-style-type: none">• reading• writing• speaking and listening• Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge• Select appropriate resources to aid in gathering vocabulary knowledge | | |
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| <p>Unit 6: Six Weeks</p> <p>How am I affected by the decisions of others?</p> | <p>Novels: <i>The Glass Castle</i></p> <p>Short Stories:</p> <ul style="list-style-type: none"> Geraldo No Last Name- Sandra Cisneros Girl-Jamaica Kincaid <p>Poems:</p> <ul style="list-style-type: none"> I carry your heart-e.e. cummings My Father- Scott Hightower Do Not Go Gentle into that Good Night- Dylan Thomas <i>I am Joaquin</i> – Rodolfo Gonzalis http://www.latinamericanstudies.org/latinos/joaquin.htm <i>Woman</i> – Alice Walker <i>Hattie McDaniel Arrives at the Coconut Grove</i> - Rita Dove http://www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=6724 | <p>Non-Fiction:</p> <ul style="list-style-type: none"> “Leaving a Lasting Impression”- A personal story about air force pilot and how his father made a lasting impression <p>Visual Media:</p> <ul style="list-style-type: none"> Six-minute video in which Jeanette Walls discusses her purpose for <i>The Glass Castle</i>- http://www.youtube.com/watch?v=HRmettJZfDk&feature=related Paintings to accompany Ozymandias: http://judebert.com/progress/media/fark/rockring.ozymandias.jpg http://farm4.static.flickr.com/3091/3263126455_d2084dde36_o.jpg Selected art work - Jean-Michel Basquiat http://www.brooklynmuseum.org/exhibitions/basquiat/street-to-studio/english/explore.php | <p>Literature 9-10.4 9-10.5 9-10.6</p> <p>Informational Reading 9-10.4 9-10.5 9-10.6</p> <p>Writing 9-10.2 9-10.7 9-10.8 9-10.10</p> <p>Speaking Listening 9-10.2 9-10.4 9-10.6</p> <p>Language 9-10.1 9-10.3 9-10.6</p> <p>QC Standards A.2.c A.3.a A.5.a A.5.c A.5.e A.5.f</p> |
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| | | | A.6.b A.6.c B.2.a B.3.b B.3.c B.3.d |
| Unit 6: Reading Focus | <ul style="list-style-type: none"><i>The Glass Castle</i>: Rose Mary Walls (Jeanette’s mother) seemed to have a philosophical saying to answer any of her children’s questions or problems. Choose one of your favorite ones and retype it, including the page number on which you found it. In the first paragraph give a brief summary of the incident in which Walls’ mother uses the saying. In the second paragraph, think of a saying from your own life. Something your mother, father, brother, sister, grandparent, priest, or teacher has said to you in the past. Write a paragraph summarizing that incident (include the saying!) Here are some examples to get you thinking: “<i>Mom likes to encourage self-sufficiency in all living creatures</i>” (64). ““Don’t worry, <i>God understands,</i>’ Mom said. ‘<i>He knows that your father is a cross we must bear</i>”” (105). <p>scribe as needed, direct instruction in the writing process, reader as needed paraphrasing</p> <ul style="list-style-type: none"><i>The Glass Castle</i>: Schools and teachers play a very important part in the early life of Jeannette Walls. In fact, one could make the argument that without her experiences there and advice from certain teachers, Ms. Walls would not have become the writer she is today. Review the novel and make a list of schools Walls attended and what she learned from each. Start with Mary S. Black Elementary (58) and end with Barnard College (250). For the second part of this question, list the schools you have attended. Add an idea, book, or teacher that you remember from each school. Add how this person, lesson, or book has helped you develop into the student you are today. Why is this a memorable part of your education? <p>Reader as needed, paraphrasing, highlighting, journals</p> <ul style="list-style-type: none">Journal Prompts: At the beginning of the unit, students create a list of people and events that have made a lasting impression on them and each day they write a page about each being sure to give specific reasons and evidence for their choices. After a couple of weeks, students then decide which they will use for their informative/explanatory piece. <p>Extended time, no penalty for spelling, prompting</p> | | |
| Unit 6: Writing Focus | <ul style="list-style-type: none">Allow students to watch mini-bios on http://www.biography.com. Most of the videos (approximately 2-3 minutes) describe the impact of a famous person. Examples include: Colonel Sanders, Frida Kahlo, JK Rowling, etc. Give students ideas for their creative non-fiction piece and/or to discuss in regards to essential question. (QC-B.2.b.) <p>Direct instruction in writing process, cue cards, scribe as needed, fix it grading</p> <ul style="list-style-type: none">Have students select someone they know or someone famous in contemporary history and write an essay, which includes narrative elements, that explains why this person has made a lasting impression. Students should include narrative elements and include specific examples to support their essay. (W-9-10.3b.) <p>Scribe as needed, extended time, written examples</p> <ul style="list-style-type: none">Assist students with understanding the On Demand Writing rubric and give them opportunities to practice and assess their writing using it. (W-9-10.10) <p>Scribe as needed, direct instruction in rubric, fix it grading, guided practice</p> <ul style="list-style-type: none">*Write a close literary analysis of one of the poems in the unit, with attention to its form, figurative language, symbolism, and meaning. Be sure to include any | | |

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| | historical context necessary. Use at least three pieces of textual evidence to support your analysis in an essay. (W.9-10.2 and .9) (QC-A.7.b.) <ul style="list-style-type: none">Prompting, scribe as needed, direct instruction in citing textual evidence, extended time fix it grading | | | | |
| Unit 6: Grammar/Usage/ Word Instruction/A. C.T. College Readiness Standards | Language: <ul style="list-style-type: none">Continue daily grammar exercises as five minute sponges. Access ACT Question of the Day for possible question sources. http://www.actstudent.org/qotd/Allow students to notice and imitate examples of parallel structure and subject-verb agreement. Provide mentor sentences, give students the opportunity to find examples (in Independent Reading texts and class texts) and allow students to practice.Teacher Tip: Teach in context and not isolation: Use examples from students’ own writing and texts read as a class. | Speaking/Listening: <ul style="list-style-type: none">The Glass Castle: Link to discussion questions - they will need to be reviewed and modified. http://www.google.com/url?sa=t&rct=j&q=the%20glass%20castle%2C%20lessons&source=web&cd=16&ved=0CEMQFjAFOAo&url=http%3A%2F%2Fu100faculty.pbworks.com%2Ff%2FFinal%2520The%2520Glass%2520Castle%2520Lesson%2520Plan%25203%2520light.doc&ei=09wmT-ffMcOEteVuYmiCw&usg=AFQjCNHTup66pm05qJ5TdphEsgNB7oT1bw&cad=rja (SL-9-10.1)Have students prepare to argue the most important event in a text and explain why it is so important and (if applicable) how it affected the characters or plot of the story. Use class share out and/or Socratic circle format for discussion. (SL-9-10.4) | Vocabulary: Narrator Voice Denotation Connotation Plot Structure Theme Motif | | |
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| Knowledge | | Reasoning Skills | | Processing Skills | Products |
| RL.9-10.4 Identify: <ul style="list-style-type: none">words and phrasesfigurative words and phrasesconnotative words and phrases in a text | | RL.9-10.4 <ul style="list-style-type: none">Determine the meaning of words and phrases as they are used in a textDetermine the figurative and connotative meanings of words and | | W.9-10.10 <ul style="list-style-type: none">Writes routinely over extended time frames (time for research, reflection, and revision)Writes routinely over shorter time | W.9-10.2 Write informative/explanatory text which: <ul style="list-style-type: none">examines/conveys complex ideas, concepts, informationdemonstrates clear and accurate |

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| <ul style="list-style-type: none"> Identify words that impact meaning and tone <p>RL.9-10.5</p> <ul style="list-style-type: none"> Identify aspects of text's structure Identify order of events in text Identify how author manipulates time <p>Describe the effect such as:</p> <ul style="list-style-type: none"> mystery tension surprise <ul style="list-style-type: none"> the author uses <p>RL.9-10.6</p> <ul style="list-style-type: none"> Define cultural experience Distinguish difference between culture and cultural experience <p>Identify the:</p> <ul style="list-style-type: none"> point of view or cultural experience <p>RI.9-10.4</p> <p>Identify:</p> <ul style="list-style-type: none"> words and phrases figurative words and phrases | <p>phrases as they are used in a text</p> <ul style="list-style-type: none"> Analyze the cumulative impact of specific word choice on meaning or tone <p>RL.9-10.5</p> <p>Analyze how author's:</p> <ul style="list-style-type: none"> choice of plot structure creates an effect order of events within a text creates an effect manipulation of time creates an effect <p>RL.9-10.6</p> <ul style="list-style-type: none"> Cite details or examples of the point of view or cultural experience Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature <p>RI.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including:</p> <ul style="list-style-type: none"> figurative connotative | <p>frames (a single sitting or a day or two)</p> <p>SL.9-10.4</p> <p>Present:</p> <ul style="list-style-type: none"> information findings supporting evidence <ul style="list-style-type: none"> clearly, concisely, and logically <p>such that listeners can following the line of reasoning and the:</p> <ul style="list-style-type: none"> organization development substance style <p>are appropriate to:</p> <ul style="list-style-type: none"> purpose audience task <p>SL.9-10.6</p> <ul style="list-style-type: none"> Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when appropriate <p>L.9-10.1</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when speaking | <p>information</p> <p>uses:</p> <ul style="list-style-type: none"> effective selection organization analysis of content <p>Introduce a topic and:</p> <ul style="list-style-type: none"> organize complex ideas, concepts, and information to make important connections and distinctions include formatting, graphics, and multimedia when useful to aiding comprehension <p>Develop the topic with:</p> <ul style="list-style-type: none"> well-chosen, relevant, and sufficient facts extended definitions concrete details quotations other information examples <p>appropriate to the audience's knowledge of the topic</p> <p>Use appropriate and varied transitions to:</p> <ul style="list-style-type: none"> link the major sections of the text, create cohesion clarify the relationships among complex ideas and concepts <ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to manage the complexity of the topic Establish and maintain a formal style |
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| <ul style="list-style-type: none"> • connotative words and phrases • technical words and phrases in a text • Identify tone of a text <p>RI.9-10.5</p> <ul style="list-style-type: none"> • Identify the author's ideas or claims • Determine the structure/text features of an informational passage <p>RI.9-10.6</p> <ul style="list-style-type: none"> • Define rhetoric • Identify rhetorical techniques <p>W.9-10.2</p> <p>Identify</p> <ul style="list-style-type: none"> • complex ideas • appropriate formatting • supporting details • effective transitions • precise language • domain specific-language <ul style="list-style-type: none"> • Identify a conclusion for the topic that follows from and supports the information or explanation presented <p>W.9-10.7</p> <p>Identify:</p> | <ul style="list-style-type: none"> • technical meanings <p>Analyze the cumulative effect of word choices on:</p> <ul style="list-style-type: none"> • meaning • tone <p>RI.9-10.5</p> <p>Analyze how the author uses particular:</p> <ul style="list-style-type: none"> • sentences, • paragraphs, or • larger portions to develop or refine: • ideas or • claims <p>RI.9-10.6</p> <ul style="list-style-type: none"> • Analyze the author's use of rhetoric • Analyze the rhetorical techniques the author uses to express his/her point of view or purpose • Support your analysis with examples from the text <p>W.9-10.2</p> <ul style="list-style-type: none"> • Determine organization of complex ideas • Determine appropriate: • formatting • graphics • multimedia | <ul style="list-style-type: none"> • Use parallel structure <p>Uses various phrases and clauses to:</p> <ul style="list-style-type: none"> • add variety and interest to presentations • convey specific meanings in presentations <p>L.9-10.6</p> <p>Use general and domain-specific words and phrases at the college and career readiness level sufficient for:</p> <ul style="list-style-type: none"> • reading • writing • speaking and listening <p>Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by:</p> <ul style="list-style-type: none"> • contextual clues • references/resources | <p>and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation presented |
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| <ul style="list-style-type: none">• appropriate short and sustained research topics• multiple sources on the subject of the research• Use reference materials (both print and electronic material) appropriately• Narrow or broaden the inquiry when appropriate <p>W.9-10.8</p> <ul style="list-style-type: none">• Recognize authoritative digital and print sources• Cite in standard formats• Perform an advanced search• Define and identify plagiarism <p>W.9-10.10</p> <p>Recognize:</p> <ul style="list-style-type: none">• task• audience• purposes <p>SL.9-10.2</p> <ul style="list-style-type: none">• Identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally)• Define credibility• Define accuracy | <p>to aid comprehension</p> <ul style="list-style-type: none">• Determine: well-chosen, relevant, sufficient:• facts• definitions• details• quotations <p>appropriate to the audience’s knowledge of the topic</p> <ul style="list-style-type: none">• Determine appropriate and varied transitions that:• link sections• create cohesion• clarify relationships <p>among complex ideas/concepts</p> <ul style="list-style-type: none">• Evaluate word choice for managing complexity of tone• Determine formal style and objective tone while attending to the norms and conventions of informative writi• Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented <p>W.9-10.7</p> <ul style="list-style-type: none">• Evaluate the credibility of sources• Construct and refine research questions• Synthesize information from multiple sources• Conduct steps for short as well as | | |
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| <p>SL.9-10.4</p> <p>Identify:</p> <ul style="list-style-type: none">• information• findings• supporting evidence <p>Recognize that presentation of information is determined by analysis of:</p> <ul style="list-style-type: none">• purpose• audience• task <ul style="list-style-type: none">• Recognize what constitutes clear, concise, and logical presentation of information and findings <p>SL.9-10.6</p> <ul style="list-style-type: none">• Describe audience, situation, and purpose• Identify qualities of formal and informal speech• Describe formal and informal settings• (The underpinning knowledge targets are found in Language Standards 1 and 3) <p>L.9-10.1</p> <ul style="list-style-type: none">• Define and identify parallel structure <p>Recognize various types of phrases:</p> <ul style="list-style-type: none">• noun | <p>sustained research projects to answer a question</p> <ul style="list-style-type: none">• Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem <p>W.9-10.8</p> <ul style="list-style-type: none">• Gather relevant information from multiple print and digital sources• Assess the usefulness/ authoritative print of each source in answering the research question• Integrate information into text selectively to: maintain flow of ideas avoid plagiarism <ul style="list-style-type: none">• Use advanced searches effectively <p>W.9-10.10</p> <ul style="list-style-type: none">• Determine when to write:• routinely over extended time frames (time for research, reflection, and revision)• routinely over shorter time frames (a single sitting or a day or two) <ul style="list-style-type: none">• Determine organizational structure for a range of tasks, purposes, and audiences | | |
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| <ul style="list-style-type: none">• verb• adjectival• adverbial• participial• prepositional• absolute <p>Identify types of clauses:</p> <ul style="list-style-type: none">• independent, dependent• noun, relative, adverbial <p>L.9-10.3</p> <ul style="list-style-type: none">• Understand how language functions in different context• Identify and understand various guidelines in style manuals• Recognize that the style of a written work should be appropriate to the discipline and writing type. <p>L.9-10.6</p> <p>Identify academic and domain-specific words and phrases sufficient for:</p> <ul style="list-style-type: none">• reading• writing• speaking and listening <ul style="list-style-type: none">• Recognize and gather words and phrases important to comprehension or expression• Identify appropriate resources to aid in gathering vocabulary knowledge | <p>SL.9-10.2</p> <p>Integrate multiple sources of information presented in:</p> <ul style="list-style-type: none">• diverse media• formats (e.g., visually, quantitatively, orally) <ul style="list-style-type: none">• Evaluate the credibility of each source• Evaluate the accuracy of each source <p>SL.9-10.4</p> <p>Determine:</p> <ul style="list-style-type: none">• supporting evidence• logical organization <p>and</p> <ul style="list-style-type: none">• appropriate development• appropriate substance• appropriate style <p>for purpose, audience, and task</p> <p>SL.9-10.6</p> <ul style="list-style-type: none">• Evaluate audience needs (including perceptions and misconceptions)• Distinguish between formal and informal speech• Analyze the situation to determine if it requires formal or informal language | | |
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| | <p>L.9-10.1</p> <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing• Incorporate parallel structure <p>Use various phrases and clauses to:</p> <ul style="list-style-type: none">• add variety and interest to writing• convey specific meanings in writing <p>L.9-10.3</p> <p>Apply knowledge of language to:</p> <ul style="list-style-type: none">• understand how language functions differently in different contexts• to make effective choices for meaning or style• to comprehend more fully when reading or writing <ul style="list-style-type: none">• Write and edit work according to style manual guidelines, appropriate for the discipline and writing type <p>L.9-10.6</p> <p>Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through:</p> <ul style="list-style-type: none">• reading• writing• speaking and listening | | |
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| | <ul style="list-style-type: none">• Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge• Select appropriate resources to aid in gathering vocabulary knowledge | | |
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