

SUBJECT AREA: Language Arts

COURSE / GRADE LEVEL: English II Grade 10

School with rotator schedule

MONTH	ESSENTIAL QUESTION(S)	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENTS
August/ September/	What is family heritage? How does it affect behavior and beliefs?	Literature and Viewing Author study: Alice Walker “A Life of Activism and Writing” Netactivities “Everyday Use” by Alice Walker “Women” by Alice Walker “Poem at Thirty-Nine” by Alice Walker “On Writing Poetry” by Alice Walker “In Search of Our Mothers’ Gardens” by Alice Walker “Getting a Job” by Maya Angelou “Exile” by Julia Alvarez “A Celebration of Grandfathers” by Rudolfo A. Anaya “Fifth Grade Autobiography” by Rita Dove “Remembered” by Naomi Shihab Nye “The Study of History” by Frank O’Connor From <u>Farewell to Manzanar</u> by Jeanne Wakatsuki Houston and James D. Houston “Were You Born That Way?” by George Howe Colt “The Teacher Who Changed My Life” by Nicholas Gage Relevant literary terms Writing 6 Traits Focus: Ideas, Voice Diagnostic essay Email	* denotes FCAT Reading subtest LA.A1.4.1—prereading strategies *LA.A.1.4.2—vocabulary strategies LA.A.1.4.3—refining vocabulary LA.A.1.4.4—response strategies *LA.A.2.2.7—comparison/contrast *LA.A.2.4.6—study and research skills LA.A.2.4.8—synthesis of information from multiple sources LA.B.1.4.1—prewriting skills LA.B.1.4.2—drafting and revising LA.B.1.4.3—edited final documents LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes LA.D.1.4.1—language and literature transmit culture LA.D.1.4.2—appropriate language adjustments LA.D.2.4.5—analysis of mass media LA.D.2.4.6—laws controlling delivery and use of media LA.E.1.4.2—universal themes LA.E.1.4.5—cultural and historical periods’ stylistic, thematic, and technical qualities	Textbook— <u>The Language of Literature</u> Textbook— <u>Writer’s Inc.</u> McDougal Littell’s Netactivities McDougal Littell’s Audio Library  Supplemental adolescent reading: <u>An Island Like You: Stories of The Barrio</u> by Judith Ortiz Cofer <u>April and the Dragon Lady</u> by Lensey Namioka <u>Celebrating the Hero</u> by Lyll Becerra de Jenkins <u>The Friends</u> by Rosa Guy <u>Grand Fathers: Reminiscences, Poems, Recipes, and Photos of the Keepers of Our Traditions</u> by Nikki Giovanni, ed. <u>Imagining Isabel</u> by Omar S. Castaneda <u>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</u> by Beth S. Atkin <u>An Island Like You: Stories of The Barrio</u> by Judith Ortiz Cofer <u>Zack</u> by William Bell	Diagnostic essay Email Anecdote Process paper Exposition/Illustration paper (FCAT format) Other teacher-selected assessments, including short and extended response questions

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		Anecdote Process paper FCAT preparation Exposition/Illustration paper (FCAT format) Instructional Focus Calendar: FCAT Reading—Cluster Three (Comparisons and Cause/Effect) Other Test Preparation PSAT practice	*LA.E.2.2.1—cause/effect *LA.E.2.4.1—effectiveness of literary elements LA.E.2.4.2—relationships among elements of literature LA.E.2.4.4—images and sounds to elicit emotions LA.E.2.4.5—relationships among style, form, and impact		
October/ November	What is the importance of knowing the truth? In what ways or circumstances might truth be subjective?	Literature and Viewing “Like the Sun” by R.K. Narayan Netactivities Author study: John Steinbeck “Life and Times” Netactivities <u>Of Mice and Men</u> by John Steinbeck Selected scenes from feature film: <u>Of Mice and Men</u> "Letter to Edith Mirrielees" by John Steinbeck From “Nobel Prize Acceptance Speech” by John Steinbeck “A White Heron” by Sarah Orne Jewett “On Summer” by Lorraine Hansberry “The Witness for the Prosecution” by Agatha Christie “After the Ball” by Leo Tolstoy “The Balek Scales” by Heinrich Boll Relevant literary terms	LA.A.1.4.1—prereading strategies *LA.A.1.4.2—vocabulary strategies LA.A.1.4.3—refining vocabulary LA.A.1.4.4—response strategies *LA.A.2.4.2—effects of author’s purpose and point of view *LA.A.2.4.7—validity and reliability of primary sources *LA.A.2.4.8—synthesis of information from a variety of sources LA.B.1.4.1—prewriting strategies LA.B.1.4.2—drafting and revising LA.B.1.4.3—edited final documents LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes LA.D.1.4.1—language and literature transmit culture LA.D.1.4.2—appropriate	Textbook— <u>The Language of Literature</u> Textbook— <u>Writer’s Inc.</u> McDougal Littell’s Netactivities McDougal Littell’s Audio Library  Supplemental reading: <u>Let Us Now Praise Famous Men</u> by James Agee and Walker Evans <u>Something Permanent</u> by Cynthia Rylant and Walker Evans  Supplemental adolescent reading: <u>A Day No Pigs Would Die</u> by Robert Newton Peck <u>The Education of Little Tree</u> by Forrest Carter <u>8 Plus 1</u> by Robert Cormier <u>Fried Green Tomatoes at the</u>	Memo Letter of commendation/Thank you Proposal Persuasion paper (FCAT format) Other teacher-selected assessments, including short and extended response questions

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		<p>Writing</p> <p>6 Traits Focus: Ideas, Word choice</p> <p>Memo</p> <p>Letter of commendation/Thank you</p> <p>Proposal</p> <p>FCAT preparation</p> <p>Persuasion paper (FCAT format)</p> <p>Instructional Focus Calendar:</p> <p>FCAT Reading—Cluster One (Words and Phrases in Context)</p> <p>Other Test Preparation</p> <p>PSAT practice</p>	<p>language adjustments</p> <p>LA.D.2.4.2—subtleties of literary devices</p> <p>*LA.E.2.4.1—effectiveness of literary elements</p> <p>LA.E.2.4.2—relationships among elements of literature</p> <p>LA.E.2.4.5—relationships among style, form, and impact</p> <p>LA.E.2.4.6—personal response/ connection to literature</p> <p>LA.E.2.4.7—examining literature from several critical perspectives</p> <p>LA.E.2.4.8—different responses based on background knowledge, purpose and point of view</p>	<p><u>Whistle Stop Café</u> by Fannie Flagg</p> <p><u>Home Before Dark</u> by Sue Ellen Bridgers</p> <p><u>The Revelation of Saint Bruce</u> by Tres Seymour</p>	
December/ January/	What are the qualities and circumstances that make people heroes?	<p>Literature and Viewing</p> <p>From among these selections:</p> <p>“A Chip of Glass Ruby” by Nadine Gordimer</p> <p>“The Man in the Water” by Roger Rosenblatt</p> <p>“Girl Trapped in Water for 55 Hours Dies Despite Rescue Attempts” by Julia Preston</p> <p>“And of Clay Are We Created” by Isabel Allende</p> <p>“The Leap” by Louise Erdrich</p> <p><u>Antigone</u> by Sophocles</p> <p>Performance Video from <u>Le Morte d’ Arthur</u></p>	<p>LA.A.1.4.1—prereading strategies</p> <p>*LA.A.1.4.2—vocabulary strategies</p> <p>LA.A.1.4.3—refining vocabulary</p> <p>LA.A.1.4.4—response strategies</p> <p>*LA.A.2.4.4—gathering, analyzing, and evaluating written information</p> <p>*LA.A.2.4.6—study and research skills</p> <p>*LA.A.2.4.7—validity and reliability of primary sources</p> <p>*LA.A.2.4.8—synthesis of information from multiple sources</p>	<p>Textbook—<u>The Language of Literature</u></p> <p>Textbook—<u>Writer’s Inc.</u></p> <p>McDougal Littell’s Performance Video</p> <p>McDougal Littell’s Netactivities</p> <p>McDougal Littell’s Audio Library</p> <p>Internet</p> <p>Supplemental adolescent reading:</p> <p><u>And Not Afraid to Dare; The Stories of Ten African-</u></p>	<p>Oral presentation</p> <p>Documented project/report/ paper/</p> <p>Cause and effect paper</p> <p>Exposition/Illustration paper (FCAT format)</p> <p>Other teacher-selected assessments, including short and extended response questions</p>

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		<p>“The Crowning of Arthur” and “Sir Launcelot du Lake” by Sir Thomas Malory            from <u>The Mists of Avalon</u> by Marion Zimmer Bradley            “The Once and Future Merlin” by Marion Zimmer Bradley            Relevant literary terms                Research and Speech            Oral presentations based on research on some aspect of heroism                Writing            6 Traits Focus: Ideas, Organization, Conventions            Documented project/report/paper (heroism)            Cause and effect paper                FCAT preparation            Exposition/Illustration paper (FCAT format)            Instructional Focus Calendar:                FCAT Reading—Cluster Four (Reference and Research)                Other Test Preparation            SAT and ACT practice</p>	<p>LA.B.1.4.1—prewriting strategies            LA.B.1.4.2—drafting and revising            LA.B.1.4.3—edited final documents            LA.B.2.4.1—synthesis from a variety of media            LA.B.2.4.2—organizing information            LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes            LA.B.2.4.4—variety of electronic media            LA.C.1.4.1—listening strategies            LA.C.1.4.3—strategies for formal and informal discussions            LA.C.3.4.1—volume, stress, pacing, enunciation, eye contact and gestures            LA.C.3.4.2—variety of speaking strategies to clarify and reflect            LA.C.3.4.3—details, illustrations, analogies and visual aids in oral presentations            LA.C.3.4.4—oral communication skills            LA.D.1.4.2—appropriate language adjustments            LA.D.2.4.1—reactions, perceptions and beliefs of communities are shaped by language            LA.D.2.4.4—presentations with multimedia and technology</p>	<p><u>American Women</u> by Tonya Bolden  <u>Angels of Mercy: The Army Nurses of World War II</u> by Betsy Kuhn  <u>In My Hands: Memories of a Holocaust Rescuer</u> by Irene Gut Opdyke  <u>The Lord of the Rings</u> trilogy by J. R. R. Tolkien  <u>Never Were Men So Brave: The Irish Brigade during the Civil War</u> by Susan Provost Beller  <u>Shooting Star: A Novel about Annie Oakley</u> by Sheila Klass Solomon</p>	

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			LA.E.1.4.1—characteristics of literary forms LA.E.1.4.4—characteristics of major types of drama LA.E.1.4.5—cultural and historical periods’ stylistic, thematic, and technical qualities *LA.E.2.4.1—effectiveness of literary elements LA.E.2.4.2—relationships among elements of literature		
February/ March	What are the effects of technological changes on people’s lives? How do cultural differences cause change in individuals and their relationships?	Literature and Viewing “Harrison Bergeron” by Kurt Vonnegut Performance Video “Searching for Summer” by Joan Aiken “By the Waters of Babylon” by Stephen Vincent Benét “Searching for Summer” by Joan Aiken “The Thrill of the Grass” by W. P. Kinsella Author Study: Ray Bradbury “Life and Times” The Author’s Style Netactivities from among these selections: “A Sound of Thunder” by Ray Bradbury “Interview with Ray Bradbury” by Frank Filosa	LA.A.1.4.1—prereading strategies *LA.A.1.4.2—vocabulary strategies LA.A.1.4.3—refining vocabulary LA.A.1.4.4—response strategies *LA.A.2.2.7—comparison/contrast *LA.A.2.4.1—main idea, details, methods of development and their effectiveness *LA.A.2.4.2—effects of author’s purpose and point of view *LA.A.2.4.4—gathering, analyzing, and evaluating written information *LA.A.2.4.5—devices of persuasion *LA.A.2.4.6—study and research skills *LA.A.2.4.8—synthesis of	Textbook— <u>The Language of Literature</u> Textbook— <u>Writer’s Inc.</u> McDougal Littell’s Performance Video McDougal Littell’s Netactivities McDougal Littell’s Audio Library  Supplemental adolescent reading: <u>Asian Americans: Opposing Viewpoints</u> by William Dudley <u>Eva</u> by Peter Dickinson <u>Remix:: Conversations with Immigrant Teenagers</u> by Marina Budhos <u>The Day after Roswell</u> by Philip Corso	Description paper Persuasion paper (FCAT format) Letter to the editor Other teacher-selected assessments, including short and extended response questions

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		<p>“There Will Come Soft Rains” by Ray Bradbury            “The Pedestrian” by Ray Bradbury            “Dial Versus Digital” by Isaac Asimov            “Montgomery Boycott” by Coretta Scott King            “Sit-Ins” by Margaret Walker            “A Eulogy to Dr. Martin Luther King, Jr.” by Robert F. Kennedy            Relevant literary terms            Writing            6 Traits Focus: Ideas, Voice, Fluency            Description paper            Letter to the editor            FCAT preparation            Persuasion paper (FCAT format)            Instructional Focus Calendar:            FCAT Reading—Cluster Two (Main Idea, Plot and Purpose)            Other Test Preparation            SAT and ACT practice</p>	<p>information from multiple sources            LA.B.1.4.1—prewriting strategies            LA.B.1.4.2—drafting and revising            LA.B.1.4.3—edited final documents            LA.B.2.4.2—organizing information            LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes            LA.C.1.4.2—personal preferences in listening            LA.C.1.4.3—strategies for informal and formal discussions            LA.D.1.4.1—language and literature transmit culture            LA.D.1.4.3—differences among dialects            LA.D.2.4.1—reactions, perceptions and beliefs of communities are shaped by language            LA.D.2.4.2—subtleties of literary devices            LA.E.1.4.5—cultural and historical periods’ stylistic, thematic, and technical qualities            *LA.E.2.4.1—effectiveness of literary elements            LA.E.2.4.3—poetry analysis            LA.E.2.4.6—personal response/ connection to literature            LA.E.2.4.7—examining</p>	<p><u>Tomorrowland: 10 Stories about the Future</u> by Michael Cart</p>	

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			literature from several critical perspectives		
April/May	What are the various feelings that one experiences in a loving relationship?	<p>Literature and Viewing</p> <p>“Piano” by D. H. Lawrence</p> <p>“Those Winter Sundays” by Robert Hayden</p> <p>“Sonnet 18” by William Shakespeare</p> <p>“Sonnet 30” by Edna St. Vincent Millay</p> <p>“Sweet Potato Pie” by Eugenia Collier</p> <p>“Salvador Late or Early” by Sandra Cisneros</p> <p>“Simile” by N. Scott Momaday</p> <p>“Moon Rondeau” by Carl Sandburg</p> <p>“Woman” by Nikki Giovanni</p> <p>“The Californian’s Tale” by Mark Twain</p> <p>“Tonight I Can Write” by Pablo Neruda</p> <p>“A Case of Cruelty” by James Herriot</p> <p>“Love Without Love” by Luis Llorens Torres</p> <p>“The Taxi” by Amy Lowell from <u>Love and Marriage</u> by Bill Cosby</p> <p>Relevant literary terms</p> <p>Listening and Viewing</p> <p>Examination of popular songs, advertisements (print and non-</p>	<p>*LA.A.2.4.2—effects of author’s purpose and point of view</p> <p>LA.A.2.4.3—personal preferences in fiction and nonfiction</p> <p>LA.B.1.4.1—prewriting strategies</p> <p>LA.B.1.4.2—drafting and revising</p> <p>LA.B.1.4.3—edited final documents</p> <p>LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes</p> <p>LA.C.1.4.4—bias, prejudice, or propaganda in oral messages</p> <p>LA.C.2.4.1—main concept and details in nonprint media message</p> <p>LA.C.2.4.2—nonverbal cues in nonprint media</p> <p>LA.C.3.4.5—sustained argument with support</p> <p>LA.D.1.4.1—culture transmitted through language and literature</p> <p>LA.D.2.4.1—reactions, perceptions, and beliefs shaped by language</p> <p>LA.D.2.4.3—effectiveness of production elements</p> <p>LA.E.1.4.3—universal themes</p> <p>LA.E.1.4.5—cultural and historical periods’ stylistic,</p>	<p>Textbook—<u>The Language of Literature</u></p> <p>Textbook—<u>Writer’s Inc.</u></p> <p>McDougal Littell’s Netactivities</p> <p>McDougal Littell’s Audio Library</p> <p>Literary Fair Handbook</p> <p>Supplemental adolescent reading:</p> <p><u>The Amazing and Death-Defying Diary of Eugene Dingman</u> by Paul Zindel</p> <p><u>My Black Me: A Beginning Book of Black Poetry</u> by Arnold Adoff, ed.</p> <p><u>Saving Jessica</u> by Lurlene McDaniel</p> <p><u>See You in September</u> by Katherine Applegate, Ellen Conford, Alane Ferguson, and Lee Wardlow</p> <p><u>Slow Dance Heart Break Blues</u> by Arnold Adoff</p>	<p>Flyer/Notice</p> <p>Original poetry—free verse, rhymed verse, and other types of poems included in the District Literary Fair (ABCDarian, cinquain, concrete, haiku, persona, rap, shrinklit, sonnet, tanka)</p> <p>Comparison and contrast paper</p> <p>Personal narration</p> <p>Other teacher-selected assessments, including short and extended response questions</p>

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		<p>print) and/or feature film clips with a theme or message related to love</p> <p>Writing</p> <p>6 Traits Focus: Ideas, Word choice Flyer/Notice</p> <p>Original poetry—free verse, rhymed verse, and other types of poems included in the District Literary Fair (ABCDarian, cinquain, concrete, haiku, persona, rap, shrinklit, sonnet, tanka)</p> <p>Comparison and contrast paper Personal narration</p> <p>FCAT preparation</p> <p>Instructional Focus Calendar: FCAT Reading—review of all clusters</p> <p>Other Test Preparation SAT and ACT practice</p>	<p>thematic, and technical qualities</p> <p>LA.E.2.4.3—poetry analysis</p> <p>LA.E.2.4.6—personal response/ connection to literature</p>		