

**Course Numbers**

* LA205/206
* LA205IB/206IB
* LA205F/206F
* LA2050/2060
* LA2050IB/2060IB
* LA931/932 (ELL)

**English II**

2019-2020

1.0 English credit.

English II continues the development of the structures of communication with an emphasis on the language arts of speaking and listening. Through the communication of ideas in both writing and speaking, students will learn to use information responsibly, accurately, and ethically. Students will communicate through a variety of mediums, including technology, to recognize the role evaluation and response have on oral communication.

<http://secondaryliteracy.dmschools.org/>

<http://grading.dmschools.org>

Version: 1.0

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but fewer than half of the learning targets from Level 3 | 2.0 |
| Demonstrate at least half of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Unit** | **Estimated Duration** | **Content Standards** | **Grading Topics** | **Extended Topics** |
| **Unit One:**  ***Survey of Fiction*** | *9 weeks* | * Reading Literature 1 * Reading Literature 3 | * Analyzing Complex Characters | *Collected and Reported*   * Constructing Writing *[W4, W5, L3]* * Mastering Vocabulary *[RL4, RI4, L4]* * Collaborating in Discussions *[SL1]* * Applying Grammar and  Mechanics 1 *[L1, L2]*   *Collected and Reported* ***UNSCORED***   * Comprehending Text *[RL10, RI10]* |
| * Reading Literature 2 | * Analyzing Theme |
| **Unit Two:**  ***Literary Analysis*** | *9 weeks* | * Writing 1 * Writing 9 | * Writing Text Analyses |
| **Unit Three:**  ***Speech and Argument*** | *9 weeks* | * Reading Informational Text 6 * Reading Informational Text 8 * Speaking and Listening 3 | * Evaluating Arguments and Purpose | *Collected and Reported*   * Constructing Writing *[W4, W5]* * Applying Grammar and  Mechanics 2 *[L1, L2]* * Collaborating in Discussions *[SL1]* * Comprehending Text *[RL10, RI10]* * Mastering Vocabulary *[RL4, RI4, L4]* |
| * Speaking and Listening 2 * Speaking and Listening 4 * Speaking and Listening 5 | * Constructing Speeches |
| * Delivering Presentations |
| **Unit Four:**  ***The Study of Non-Fiction*** | *9 weeks* | * Reading Informational Text 2 * Reading Informational Text 3 * Reading Informational Text 5 * Reading Informational Text 9 | * Integrating Multiple Texts |
| * Reading Informational Text 1 * Writing 2 | * Writing Informative/ Explanatory Texts |

**Consider the following guiding questions to guide the scope of your text choices and topics for discussion.**

* What are the factors that move individuals / communities / nations to great sacrifice and what are the consequences?
* What is community and what are the individual’s responsibilities to the community as well as the community’s responsibilities to the individual?
* When is it appropriate to challenge the beliefs or values of society?
* To what extent do belief systems shape and/or reflect culture and society?
* How are belief systems represented and reproduced through history, literature, art, and music?
* How do beliefs, ethics, or values influence different people’s behavior?
* What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?
* What are the causes and consequences of prejudice and how does an individual’s response to it reveal his/her morals, ethics, and values?

**Request for Texts & Transfer of Materials: Novels or Textbooks**

*To streamline our transfer procedures and provide better accountability for the location of texts, please review these updates to our textbook policy.*

Current grade-level adopted textbooks are expected to be housed in buildings and accounted for yearly through the inventory process. A minimum of a class set for each instructor should be available in the building and checked out to teachers by name. Outdated adoptions are not supported by the district and no additional materials are available. Increased or decreased need can be initiated with the curriculum coordinator during yearly inventory.

Classroom sets of novels are available through Central Stores. Please complete a Novel Requisition Request form and the Curriculum Coordinator will initiate a Transfer of Materials Form. Books should be scanned into your building by your textbook manager or librarian prior to distribution to students. Classroom sets should arrive in quantities of 40, or 15 for literature circle sets. Any loss of books at the end of usage must be indicated prior to return back to Central Stores for accurate records and replacement.

Please DO NOT alter books in any way, including writing your name, numbering the spine, even using blue painters’ tape. This damages the resale value of the book and diminishes our investments.

Teachers should not initiate a transfer request without the express permission of the building textbook manager or the curriculum coordinator.

\*\*\*Link for Novel Requisition Request

**Extended Topics**

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| **Organizing Principles:**  Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year. |
| **Considerations**  **Comprehending Text**  Evidence for this topic is collected three times per year using the MAP test. The Lexile score that results from this test should be translated to an SRG score using this scale. Teachers should assign a Topic Score based on the highest Lexile score earned on the MAP over the course of the year. In the first semester, this score does not contribute to the letter grade; it factors into the grade at the end of semester two only.  **Mastering Vocabulary**  This topic is collected and reported in both semesters. Activities used to collect evidence for this topic should be rooted in text-based vocabulary, not the vocabulary words associated with the academic scales in this curriculum guide. Pay careful attention to what the Level 3 requires on this scale—this is often overlooked.  **Applying Grammar and Mechanics**  This scale has a tight vertical alignment with other courses. Be advised that the instruction of isolated skills, such as the basics of parts of speech, should be provided only when absolutely required—the emphasis in each grade level should be only those supporting skills required to help students access and achieve the Level 3 Learning Targets assigned to each semester.  **Constructing Writing**  This topic is used specifically when either revising work generated by a different writing standard or when assessing writing that is not covered by the course’s other writing topics.  **Collaborating in Discussions**  Use this scale when students are working in groups to process reading topics throughout the course. Strategies such as defined student roles and Socratic seminars help facilitate the collection of this evidence. |

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| **Constructing Writing** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   * **Produce** clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience * **Develop and strengthen** writing by planning, revising, and editing as needed, focusing on addressing what is most significant for a specific purpose and audience * **Use** technology, including the Internet, to produce, publish, and present individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**  Students demonstrate they have the ability to:   * Describe the task, purpose, and audience for a given writing task * Produce writing that attends to the requirements of a specific task or prompt * Produce writing for a specific purpose * Produce writing with a specific audience in mind * Produce writing with organization (a clear beginning, middle, and end) * Produce writing with consistent style (formal or informal) * Plan the development of writing using a template or graphic organizer |
| **Standard Language: CCSS ELA W.9-10.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Standard Language: CCSS ELA W.9-10.5**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | |

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| **Ideal Student Experience:**  Any time a student response is provided in written form and expectations have been outlined to account for task, audience, and purpose, it can be collected to show development of writing skills. Students should be exposed to a variety of writing prompts to explore expository, narrative, argumentative, and informative text structure. Students should engage in the writing process of revision and creating multiple drafts of a response at least once per semester. | **Teacher Clarifications**  **Development**: Is able to support all paragraphs with sufficient detail, evidence, or explanation closely related to a strong thesis.  **Organization**: Is able to arrange ideas and details throughout the piece to support the thesis, central idea, or theme and use strong transitions to create flow.  **Style**: Is able to make effective word choices (including figures of speech) suited to the situation while also employing a variety of sentence structures. |
| **Academic Vocabulary**  Development, Organization, Style, Task, Purpose, Audience, Coherent | **Additional Resources**  No Red Ink Pro: Writing Coach |

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| **Applying Grammar and Mechanics** | | | | | | |
| **4** | |  | **3** |  | **2** |  |
| **LEARNING GOAL** | |
| **Semester 1** | ***Students:***   1. Use apostrophes to form possessives, including irregular plural nouns 2. Use a semicolon to join related independent clauses | | ***Students:***   1. Use punctuation to set off complex parenthetical elements   Use apostrophes to form simple possessive nouns | | ***Students:***   1. Use commas to avoid obvious ambiguity (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible) 2. Use commas to set off simple parenthetical elements | |
| **Semester 2** | ***Students:***   1. Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* 2. Use the appropriate word in less-common confused pairs (e.g. *allude* and *elude*) | | ***Students:***   1. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences   Recognize and correct vague and ambiguous pronouns | | ***Students:***   1. Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) 2. Recognize and correct expressions that deviate from idiomatic English | |

*These standards are derived from both the Core (CCSS ELA L 1 and CCSS ELA L 2) and the ACT College and Career Readiness Standards for English.*

*If time permits or the quality of student writing calls for it, there may be significant advantage in circling back to the skills from the English I Applying Grammar and Mechanics scale.*

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| **Mastering Vocabulary** | | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.  **Possible Level 4 Guidance:**   1. Investigate the evolution of form and meaning of an unusual word in a text 2. Analyze examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study | **LEVEL 3 LEARNING GOAL: (AT)** | | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Consult reference materials, both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech * Verify the preliminary determination of the meaning of a word or phrase |
| **Semester 1**  *Students demonstrate they have the ability to:*   1. **Determine** figurative, connotative, and technical meanings of words 2. **Identify** and correctly **use** patterns of word changes that indicate different meanings or parts of speech | **Semester 2**  *Students demonstrate they have the ability to:*   1. **Use** context as a clue to the meaning of a word or phrase 2. **Analyze** the cumulative impact of specific word choices on meaning and tone in a text |
| **Standard Language: CCSS ELA RL.10.4**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.  **Standard Language: CCSS ELA RI.10.4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  **Standard Language: CCSS ELA L.10.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 10 reading and content*, choosing flexibly from a range of strategies. | | | |

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| **Multiple Opportunities**  Students being taught and assessed using the A STUDY OF WORD FAMILIES materials can be assessed multiple times throughout the semester (particularly using Exercise V (for 3C) and VI (for 3B) in each unit). To account for the ongoing nature of this process, grades can be determined using the three most recent assessments—this sort of Process-Based grading is a way to pull a grade at any given time while also requiring students to continuously work to keep up with vocabulary acquisition. | **Teacher Clarifications**  Instructional materials and word lists can be found at the link to the right, which connects to the A STUDY OF WORD FAMILIES materials assigned to this grade level. When using these materials, Exercises I-IV are best viewed as practice. These materials are **OPTIONAL** but could be a powerful routine homework assignment for your class. In such a case, consider assigning one unit per week and connecting students to materials either through print-outs or an online platform such as Canvas. |
| **Academic Vocabulary**  Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Cumulative, Denotation | **Additional Resources**  If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking [HERE](https://www.prestwickhouse.com/quizlet/vocabulary-from-latin-and-greek-roots).  *Note: Grade 10 uses Book V (the Quizlet page labels that book as Grade 11)* |

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| **Comprehending Text** | | | | | | |
| **4**   * Read text at the **1267+** Lexile level (Advanced)   RIT Range **237+** | **3.5**   * Read text at the **1177-1266** Lexile level (Proficient)   RIT Range **232-236** | **3**   * Read text at the **1087-1176** Lexile level (Proficient)   RIT Range **227-231** | **2.5**   * Read text at the **997-1086** Lexile level (Basic)   RIT Range **222-226** | **2**   * Read text at the **907-996** Lexile level (Basic)   RIT Range **217-221** | **1.5**   * Read text at the **565-906** Lexile level (Below Basic)   RIT Range **198-216** | **1**   * Read text at the **BR-564** Lexile level (Below Basic)   RIT Range **100-197** |
| **Standard Language: CCSS ELA RL.9-10.10**  By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Standard Language: CCSS ELA RI.9-10.10**  By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | | |

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| **Multiple Opportunities**  This topic should be assessed three times over the course of the year. Students will always be given a score based on their best performance among those three tests (even if the best result is the first one).  ***Reading comprehension increases only by continued exposure to grade-level complex texts in both fiction and non-fiction formats. Students should be responsible for individual reading of texts, avoiding teacher read-aloud for extended lengths.*** | **Teacher Clarifications**  This topic is posted in Semester 1 (where it does not factor into the grade) and in Semester 2 (where it **does** factor into the grade). To determine a student’s final grade, use the highest of the 3 scores, regardless of when that score was achieved.  To see a student’s Lexile score in MAP, log into the MAP system and look at the *Class Report*. Another way to see the scores (which will show all scores earned for the year) is to use the MAP Student Detail report in Tableau.  But why are we grading MAP? Why aren’t we using any other BOE’s? We must assess a student’s ability to read. We must clearly communicate through their grade their ability to perform on grade level. Keeping it in a separate category provides opportunities for students to demonstrate other skills to mastery, even if reading ability is not proficient. MAP is our objective measurement tool that eliminates the variability of teacher created comprehension assessments. |
| **Academic Vocabulary** | **Additional Resources**  As you select all texts for instruction, determine the level of complexity in conversation with your PLC. Norming around what grade-level complex texts are will be the way to make progress in this standard.  [Rubric to Assess Fiction](file:///C:\Users\sheridanel\Pictures\SCASS_Text_Complexity_Qualitative_Measures_Lit_Rubric_2.8.pdf)  [Rubric to Assess Non-Fiction](file:///C:\Users\sheridanel\Pictures\SCASS_Info_Text_Complexity_Qualitative_Measures_Info_Rubric_2.8.pdf) |

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| **Collaborating in Discussions** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly and persuasively:***   * Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas * Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions * Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed * Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner * Prepare for participation in a discussion |
| **Standard Language: CCSS ELA SL.9-10.1**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | | |

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| **Multiple Opportunities**  The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic and the associated reading topic. | **Teacher Clarifications**  **This topic is posted in both Semester 1 and Semester 2.** |
| **Academic Vocabulary**  Posing, Clarify, Verify, Challenge, Collegial, Prepare | **Additional Resources** |

**Unit 1: Survey of Fiction**

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| **Organizing Principles**  A unit focused on a study of theme and character through analysis of short stories and/or a  modest-duration novel. One of only two fiction-based units in the course. | | |
| **Commonly Used Materials** | | |
| **Full-Length Texts**  *The Absolutely True Diary of a Part-Time Indian,* Sherman Alexie  *Tuesdays with Morrie, M*itch Albom  *A Lesson Before Dying,* Ernest Gaines  *First They Killed My Father,* Loung Ung  *Lord of the Flies,* William Golding  *To Kill a Mockingbird,* Harper Lee | **Short Texts**  *Harrison Bergeron (Textbook p.36)*  *The Possibility of Evil (Textbook p. 202)*  *Searching for Summer (Textbook p. 64)*  *Everyday Use (Textbook p. 48)*  *There Will Come Soft Rains (Textbook p. 324)* | |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | | |
| **Analyzing Theme**  [**ELA2-ATv9**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/English%20II/English%20II%20Assessments/ELA2-ATv9.docx?web=1) | | **Analyzing Complex Characters**  [**ELA2-ACCv9**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/English%20II/English%20II%20Assessments/ELA2-ACCv9.docx?web=1) |

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| **Analyzing Theme** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** the development of a theme over the course of a text, including how it emerges and is refined by specific details | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Determine an accurate theme of a text * Construct a theme statement * Describe what a text says explicitly and draw logical inferences |
| **Standard Language: CCSS ELA RL.9-10.2**  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | | |

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| **Multiple Opportunities:**  Students should be able to circle back to this topic in Unit 2 as well (particularly in their **Writing Text Analyses** experiences).  Short papers regarding theme might be ideal evidence for the **Constructing Writing** topic, and conversations about theme are perfect fodder for **Collaborating in Discussions**. | **Teacher Clarifications**  Note the increased focus on the idea of a theme statement—single-word themes are not sufficient to the level of analysis required by this topic. |
| **Academic Vocabulary**  Development, Theme | **Additional Resources** |

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| **Analyzing Complex Characters** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text and cite textual evidence to support this analysis 2. **Analyze** how complex characters interact with other characters in a text and cite textual evidence to support this analysis 3. **Analyze** how complex characters advance the plot *or* develop the theme of a text and cite textual evidence to support this analysis | **LEVEL 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Describe complex characters using textual evidence * Describe what a text says explicitly and draw inferences about a character or the character’s influence on the text * Draw logical inferences from a text |
| **Standard Language: CCSS ELA RL.9-10.1**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **Standard Language: CCSS ELA RL.9-10.3**  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | | |

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| **Multiple Opportunities:**  Students should be able to circle back to this topic in Unit 2 as well (alongside their study of **Writing Text Analyses**).  Comparing multiple stories is an ideal subject of **Collaborating in Discussions**, and each story could provide opportunities for students to demonstrate **Mastering Vocabulary**. | **Teacher Clarifications** |
| **Academic Vocabulary**  Analyze, Develop, Interact, Motivation, Conflict | **Additional Resources** |

**Unit 2: Literary Analysis**

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| **Organizing Principles**  A unit focused on a deep reading of a complex fiction text coupled with practice in writing literary analyses.  While a large analysis paper is sure to be a common culminating activity, opportunities for multiple  analyses in shorter formats should be liberally spaced throughout the unit. This unit also allows continued collection  of evidence from all of the Unit 1 topics, as the two flow nicely into and across one another. | |
| **Commonly Used Materials** | |
| **Full-Length Texts**  *Tuesdays with Morrie,* Mitch Albom  *Feed,* M. T. Anderson  *The Orphan Train,* Christina Baker Kline  *Lord of the Flies,* William Golding  *I Know Why the Caged Bird Sings,* Maya Angelou  *To Kill a Mockingbird,* Harper Lee  *How the Garcia Girls Lost Their Accents,* Julia Alvarez  *The Grapes of Wrath,* John Steinbeck | **Short Pieces** |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |
| **Writing Text Analyses**  [**ELA2-WTAv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/English%20II/English%20II%20Assessments/ELA2-WTAv8.docx?web=1) | |

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| **Writing Text Analyses** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Write 3+ page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:***   1. Draw evidence from literature to support analysis and reflection 2. Introduce precise claims about literature 3. Address a variety of literary devices (allegory, imagery, motif, symbol, tone, etc.) in analysis of literature 4. Develop claims fully, supplying evidence for each point while pointing out the strengths and limitations of both 5. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, evidence, and explanations 6. Establish and maintain a formal style and objective tone while attending to the norms and conventions of a literary analysis 7. Provide a conclusion that follows from and reflects upon the analysis presented | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Construct a thesis * Establish a claim and provide relevant evidence for the claim * Write analysis using a template or graphic organizer |
| **Standard Language: CCSS ELA W.9-10.1**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **Standard Language: CCSS ELA W.9-10.9**  Draw evidence from literary or informational texts to support analysis, reflection, and research. | | |

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| **Multiple Opportunities**  There should be several opportunities to connect to revision (which can support the **Constructing Writing** topic) and use of literary elements from **Analyzing Complex Characters** and **Analyzing Themes**. | **Teacher Clarifications**  Students should complete several drafts of this paper if at all possible—each draft can count as a piece of evidence. Students can write their analysis focused on any number of literary devices in addition to theme. |
| **Academic Vocabulary**  Thesis, Claim, Analysis, Evidence, Cohesion | **Additional Resources**  No Red Ink Writing Coach |

**Unit 3: Speech and Argument**

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| **Organizing Principles**  A unit built upon analysis of argument and the construction and presentation of speeches. This unit has a heavy  non-fiction focus, but the argumentative structures are a natural extension of the work done in Unit 2 and may well be  applicable to the further analysis of rich literary texts. | |
| **Commonly Used Materials** | |
| **Full Length Texts**  *The Color of Water,* James McBride  *To Kill a Mockingbird,* Harper Lee  *The Absolutely True Diary of a Part-Time Indian,* Sherman Alexie  *Tuesdays with Morrie,* Mitch Albom  *Julius Caesar,* William Shakespeare | **Short Texts**  *The Struggle for Human Rights (Eleanor Roosevelt)*  *Responding to Landmines (Princess Diana)*  *State of the Union, Jan 2016 (Barack Obama)*  *9/11 Address to the Nation (George W. Bush)*  *You Can’t Hate the Roots of a Tree and Not Hate the Tree (Malcom X)*  *On Violence Against Women (Patrick Stewart)* |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |

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| **Evaluating Arguments and Purpose**  [**ELA2-EAPv9**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/English%20II/English%20II%20Assessments/ELA2-EAPv9.docx?web=1) | **Constructing Speeches** | **Delivering Presentations** |

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| **Evaluating Arguments and Purpose** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how an author or speaker uses rhetorical appeals (ethos, logos, pathos) to advance their position or purpose and address the intended audience of a text or speech 2. **Evaluate** whether the claims and evidence in an argument are relevant and sufficient 3. **Analyze** the validity of reasoning used in an argument (paying particular attention to false statements and fallacious reasoning) | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Identify the audience of a text or speech * Identify a speaker’s or author’s position * Delineate the argument and specific claims in a text or speech * Identify evidence and reasoning used by an author or speaker to support his or her message * Identify examples of false statements and fallacious reasoning in isolation |
| **Standard Language: CCSS ELA RI.9-10.6**  Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  **Standard Language: CCSS ELA RI.9-10.8**  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  **Standard Language: CCSS ELA SL.9-10.3**  Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | | |

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| **Multiple Opportunities**  Any argumentative writing done in support of this topic could be recorded in **Constructing Writing**. Additionally, the skills of this topic may readily support both **Collaborating in Discussions** tasks and **Constructing Speeches** activities. | **Teacher Clarifications**  The new elements of this topic (compared to Grade 9) are introduction of the three rhetorical appeals. |
| **Academic Vocabulary**  Audience, Purpose, Rhetoric, Fallacious Reasoning, Sufficient, Valid  Note that a piece will have just one argument (thesis) and often several claims (reasons). | **Additional Resources** |

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| **Constructing Speeches** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Construct** a speech that presents information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task 2. **Integrate** information from multiple sources of information presented in diverse media or formats (for example, visually, quantitatively, orally) 3. **Evaluate** the credibility and accuracy of multiple sources of information presented in diverse media or formats | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Identify the characteristics of credible and accurate sources of information * Prepare an outline in preparation for writing a complete speech * Write a speech that conforms to the task, purpose, and audience of a given situation |
| **Standard Language: CCSS ELA SL.9-10.2**  Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  **Standard Language: CCSS ELA SL.9-10.4**  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  **Standard Language: CCSS ELA SL.9-10.5**  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | | |

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| **Multiple Opportunities**  Speeches can, depending on their format, also account for **Applying Grammar and Mechanics** and **Constructing Writing** tasks.  For additional opportunities to speak, students could speak about the subject of their **Writing Literary Analyses** work or couple a speech with their **Writing Informative Texts** task from the upcoming unit. | **Teacher Clarifications** |
| **Academic Vocabulary**  Credibility, Accuracy | **Additional Resources** |

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| **Delivering Presentations** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Present** a speech that engages the audience through a variety of techniques (for example: rate, tone, enthusiasm) 2. **Make strategic use** of digital media (for example, textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence 3. **Use** appropriate eye contact and body language/posture, adequate volume, and clear pronunciation | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Incorporate a digital visual aid into a presentation * Present a speech that conforms to the task, purpose, and audience of a given situation |
| **Standard Language: CCSS ELA SL.9-10.2**  Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  **Standard Language: CCSS ELA SL.9-10.4**  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  **Standard Language: CCSS ELA SL.9-10.5**  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | | |

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| **Multiple Opportunities**  For the most part, the year-long topics do not readily connect to this topic. However, be mindful of opportunities for students to circle back to this topic in Unit 4 (such as in relation to the subject of their **Writing Informative Texts** tasks or as regards **Integrating Multiple Texts** activities). | **Teacher Clarifications**  Speeches/presentations can be presented to a variety of audiences (both small and large group) but students should present at least one speech in front of a large group. |
| **Academic Vocabulary**  Concise, Substance, Style, Enhance, Articulate | **Additional Resources** |

**Unit 4: The Study of Non-Fiction**

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| **Organizing Principles**  A unit designed to support informative writing and rhetorical analysis of non-fiction text. While the use of a  piece of literary non-fiction can easily be supported in this unit, it should be coupled with non-literary  non-fiction to facilitate a deeper familiarity with the full spectrum of non-fiction writing. | | |
| **Commonly Used Materials** | | |
| **Full Length Texts**  *The Color of Water,* James McBride  *First They Killed My Father,* Loung Ung  *I Am Malala,* Christina Lamb and Malala Yousafzai | **Short Texts** | |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | | |
| **Integrating Multiple Texts**  [ELA2-IMTv9](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/English%20II/English%20II%20Assessments/ELA2-IMTv9.docx?web=1) | | **Writing Informative/Explanatory Texts**  [**ELA2-WITv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/English%20II/English%20II%20Assessments/ELA2-WITv8.docx?web=1) |

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| **Integrating Multiple Texts** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how two or more texts address similar topics or concepts in order to build knowledge [*Modified Reading 9 Anchor Standard*] 2. **Analyze** the development of a central idea over the course of a text, including how it emerges and is shaped or refined by specific details 3. **Analyze** how an author unfolds an analysis or series of ideas or events in a text, including the order in which the points are made, how they are introduced or developed, and connections that are drawn between them 4. **Evaluate** the effectiveness of the structure an author uses in his or her exposition or argument in a text, including whether the structure makes points clear, convincing, and engaging | **Level 2: (PT)**  ***Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.***  **Guiding Question for the PLC to complete this process:**   * ***What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)?***   **Possible Level 2 Guidance:**   * Determine a central idea in a text * Summarize a text objectively * Describe how the author unfolds an analysis or series of ideas or events in a text   Explain the author’s structural choices in a text |
| **Standard Language: CCSS ELA RI.9-10.2**  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **Standard Language: CCSS ELA RI.9-10.3**  Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **Standard Language: CCSS ELA RI.9-10.5**  Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  **Standard Language: CCSS ELA RI.9-10.9**  Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. | | |

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| **Multiple Opportunities**  The variety of skills on display in this topic should naturally link to **Constructing Writing** and **Collaborating in Discussions** tasks.  Writing about (and using information from) these non-fiction texts is reported in the next topic: **Writing Informative Texts**. | **Teacher Clarifications**  Bear in mind that this topic cannot be properly assessed without studying multiple pieces of non-fiction text. |
| **Academic Vocabulary**  Concept, Central Idea, Text Structure | **Additional Resources** |

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| **Writing Informative/Explanatory Texts** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  **Write 3+ page informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:**   * Organize concepts and information to make important connections and distinctions * Develop the topic with relevant and sufficient support (such as extended definitions, concrete details, quotations, and examples appropriate to the audience) * Write and edit work so that it conforms to the guidelines in a style manual (for example, MLA Handbook) appropriate for the discipline and writing type * Use appropriate and varied transitions to create cohesion and clarify relationships among concepts * Use precise language appropriate to the audience and topic * Establish and maintain a formal style and objective tone * Construct a conclusion that articulates the implications or significance of the topic | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Introduce a topic * Use transitions to connect sections of writing * Provide a conclusion * Draw relevant evidence from a text to develop and support a topic |
| **Standard Language: CCSS ELA W.9-10.2**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **Standard Language: CCSS ELA RI.9-10.1**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **Standard Language: CCSS ELA L.9-10.3A**  Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type. | | |

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| **Multiple Opportunities**  There should be several opportunities to connect to revision (which can support the **Constructing Writing** topic) and use of non-fiction skills from **Integrating Multiple Texts**. | **Teacher Clarifications**  Students should complete several drafts of this paper if possible—each draft can count as a piece of evidence.  Keep students focused on the clear and accurate depiction of information—informative writing is differentiated from argumentative writing by providing concrete information instead of an arrangement and selection of evidence in support of a particular interpretation. |
| **Academic Vocabulary**  Articulate, Audience, Cohesion, Formal Style, Informative/Explanatory, Tone, Support, Thesis, Transition | **Additional Resources**  No Red Ink Writing Coach |