Course Numbers

- LA205/206
- LA205IB/206IB
- LA205C/206C
- LA2050/2060
- LA2050IB/2060IB
- LA931/932 (ELL)

English II

2017-2018

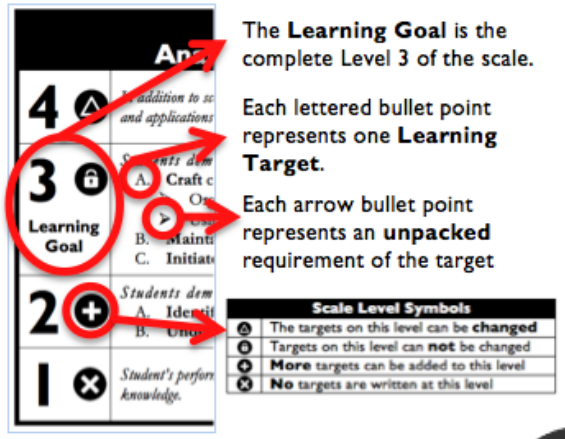
A 1.0 English credit. English II continues the development of the structures of communication with an emphasis on the language arts of speaking and listening. Through the communication of ideas in both writing and speaking, students will learn to use information responsibly, accurately, and ethically. 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: Epsilon

Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.



The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

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

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 some of the Level 3 learning targets	**2.5**
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	**2.0**
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	**1.5**
Demonstrate none of the learning targets from Level 2 or Level 3	**1.0**
Produce no evidence appropriate to the learning targets at any level	**0**

Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student's total product or performance must show to score a 3 on that scale.

Multiple Opportunities

It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning. Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. They're about allowing students to demonstrate their learning multiple times in units after their current unit or when learning is scaffolded into future units.

Multiple Opportunities suggestions will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections developed through their PLCs.

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.

Course Map

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]* *Collected and Reported* ***UNSCORED*** • Comprehending Text *[RL10, RI10]* *Collected but Not Reported* • Applying Grammar and Mechanics *[L1, L2]*
		• 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 *[L1, L2]* • Collaborating in Discussions *[SL1]* • Comprehending Text *[RL10, RI10]*
		• 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	

Testing Information

MAP

Fall Deadline
Sept 5 – Oct 2

Winter Deadline
Dec 4 – Jan 12

Spring Deadline
Apr 23 – May 18

Textbooks

Student Literature:
Holt McDougal Literature Grade 10
© 2012

Grammar and Writing:
Prentice Hall Writing Coach Grade 10
© 2012

Snapshot

Extended Topics

Year-Long

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

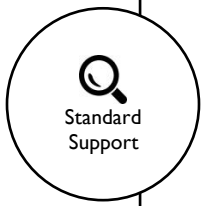
Comprehending Text
Evidence for this topic is collected three times per year using the MAP test. The Lexile score that results from this test should be translated to an SRG score using this scale. Teachers should assign a Topic Score based on the highest Lexile score earned on the MAP over the course 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.

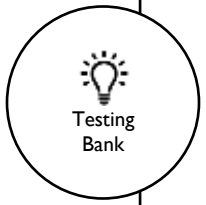
Mastering Vocabulary
This topic is collected and reported only in the first semester. Activities used to collect evidence for this topic should be rooted in text-based vocabulary, not the vocabulary words associated with the academic scales in this curriculum guide. Pay careful attention to what the Level 3 requires on this scale—this is often overlooked.

Applying Grammar and Mechanics
This scale is built differently from other scales in the guide to account for its 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.

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.





Grading Topic: Constructing Writing

4	***In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.***
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Produce** clear and coherent writing in which the development, is appropriate to the task, purpose, and audience (for example: opinion, argumentative, informative/explanatory, or literary analysis) B. **Produce** clear and coherent writing in which the organization is appropriate to the task, purpose, and audience (for example: opinion, argumentative, informative/explanatory, or literary analysis) C. **Produce** clear and coherent writing in which the style is appropriate to the task, purpose, and audience (for example: opinion, argumentative, informative/explanatory, or literary analysis) D. **Strengthen** writing by planning, revising, and editing
2	***Students demonstrate they have the ability to:*** A. **Describe** the task, purpose, and audience for a given writing task B. **Produce** writing that attends to the requirements of a specific task or prompt C. **Produce** writing for a specific purpose D. **Produce** writing with a specific audience in mind E. **Produce** writing with organization (a clear beginning, middle, and end) F. **Produce** writing with consistent style (formal or informal) G. **Plan** the development of writing using a template or graphic organizer
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Development, Organization, Style, Task, Purpose, Audience, Coherent

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.

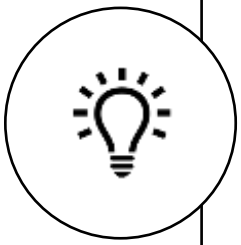
Standard Language: CCSS ELA W.9-10.5

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.

Teacher Clarifications

This topic is posted in both Semester 1 and Semester 2. Whenever possible, student writing at this level should be held to a three-page minimum length.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Multiple Opportunities

Any time students are doing writing that is not Informative or Lit Analysis in nature, consider also assessing this topic. Keep in mind that to fairly measure Learning Target 3A, the task, purpose, and audience for the writing should be clearly articulated in the prompt or directions.

Grading Topic: Mastering Vocabulary

4	***In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*** • Possible Target: Investigation
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Determine** the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings B. **Analyze** nuances in meaning of words with similar denotations in a text
2	***Students demonstrate they have the ability to:*** A. **Acquire** and **use** accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening B. **Identify** specific words that have an impact on meaning and tone in a text
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Figurative, Connotative, Context

Standard Language: CCSS ELA RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Standard Language: CCSS ELA RI.9-10.4

Identical to CCSS ELA RL.9-10.4

Standard Language: CCSS ELA RI.9-10.4

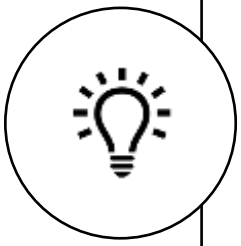
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Click link at right for additional details on this standard.

Teacher Clarifications

This topic is only posted in Semester 1.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Multiple Opportunities

Since this topic requires students to work with words in context in order to reach the Learning Goal, consider identifying challenging words in text you are reading for other purposes (such as short stories in Unit 1) and asking students to analyze the meaning of the word in question, using context as evidence to support their interpretation of the word's meaning.

Grading Topic: Collaborating in Discussions

4	***In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.***
3 **Learning Goal**	***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
2	***Students demonstrate they have the ability to:*** A. **Work** with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed B. **Participate** actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner C. **Prepare** for participation in a discussion
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Posing, Clarify, Verify, Challenge, Collegial, Prepare

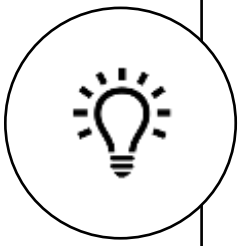
Standard Language: CCSS ELA SL.9-10.1

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.
Click link at right for additional details on this standard.

Teacher Clarifications

This topic is posted in both Semester 1 and Semester 2.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



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.

Grading Topic: Comprehending Text	
4	***Students demonstrate they have the ability to:*** • Read text at the **1267+** Lexile level (Advanced) • RIT range **237+**
3.5	***Students demonstrate they have the ability to:*** • Read text at the **1177-1266** Lexile level (Proficient) • RIT range **232-236**
3	***Students demonstrate they have the ability to:*** • Read text at the **1087-1176** Lexile level (Proficient) • RIT range **227-231**
2.5	***Students demonstrate they have the ability to:*** • Read text at the **997-1086** Lexile level (Basic) • RIT range **222-226**
2	***Students demonstrate they have the ability to:*** • Read text at the **907-996** Lexile level (Basic) • RIT range **217-221**
1.5	***Students demonstrate they have the ability to:*** • Read text at the **565-906** Lexile level (Below Basic) • RIT range **198-216**
1	***Students demonstrate they have the ability to:*** • Read text at the **BR-564** Lexile level (Below Basic) • RIT range **100-197**

Academic Vocabulary

None

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.

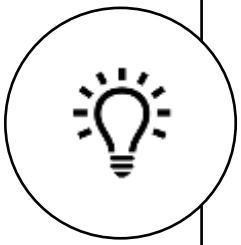
Standard Language: CCSS ELA RI.9-10.10

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.

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 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.



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).

Grading Topic:
Applying Grammar and Mechanics

4	3 **Learning Goal**	2
Students demonstrate they have exceptional command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely: A. Recognize and correct awkward phrasing in sentence structure (e.g., clauses where the intended meaning is clear but the sentence is ungrammatical, incorrect use of clauses in complex sentences) B. Maintain consistent and logical verb tense, voice, and pronoun person in writing C. Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) D. Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* E. Use the appropriate word in less-common confused pairs (e.g. *allude* and *elude*) F. Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items) G. Use punctuation to set off a nonessential appositive or clause H. Use apostrophes to form possessives, including irregular plural nouns I. Use a semicolon to join related independent clauses	***Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:*** A. Recognize and correct errors in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases) B. Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence C. Form simple and compound verb tenses, both regular and irregular, including forming verbs by using *have* rather than *of* (e.g., *would have gone,* not *would of gone*) D. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences E. Recognize and correct vague and ambiguous pronouns F. Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by *and*) G. Recognize and correct inappropriate uses of colons and semicolons H. Use punctuation to set off complex parenthetical elements I. Use apostrophes to form simple possessive nouns	***Students demonstrate they have foundational command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:*** A. Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs) B. Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers") C. Ensure subject-verb agreement when there is some text between the subject and verb D. Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) E. Recognize and correct expressions that deviate from idiomatic English F. Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) G. Delete apostrophes used incorrectly to form plural nouns H. 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) I. Use commas to set off simple parenthetical elements
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*	

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.

Unit 1: Survey of Fiction

9 Weeks

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.

Don't forget: **SRI testing** happens in this unit.

Materials

Commonly Used Full-Length Texts

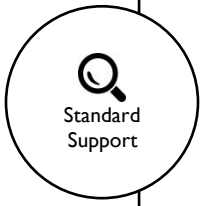
The Absolutely True Diary of a Part-Time Indian
Tuesdays with Morrie
A Lesson Before Dying
First They Killed My Father
Lord of the Flies
To Kill a Mockingbird

Commonly Used Short Pieces

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)

Grammar Guidance

Use exercises from Writing Coach to start assessing where on the Applying Grammar and Mechanics scale instruction needs to start. Any time students are writing, take the opportunity to talk about grammar targets that are relevant to the type of writing they are doing.



Grading Topic: Analyzing Complex Characters	
4	***In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*** • Possible Target: Decision-Making
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **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 B. **Analyze** how complex characters interact with other characters in a text and cite textual evidence to support this analysis C. **Analyze** how complex characters advance the plot or develop the theme of a text and cite textual evidence to support this analysis
2	***Students demonstrate they have the ability to:*** A. **Describe** complex characters using textual evidence B. **Describe** what a text says explicitly C. **Draw** logical inferences from a text
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Analyze, Develop, Interact, Motivation

Consider: Conflict

Standard Language: CCSS ELA RL.9-10.1

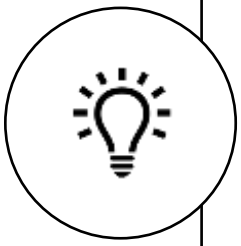
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

Teacher Clarifications

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



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**.

Grading Topic: Analyzing Theme	
4	***In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*** • Possible Target: Investigation
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Analyze** the development of a theme over the course of a text, including how it emerges and is refined by specific details, and cite textual evidence to support this analysis B. **Construct** a theme statement
2	***Students demonstrate they have the ability to:*** A. **Determine** a theme of a text B. **Describe** what a text says explicitly and draw logical inferences
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Development, Theme

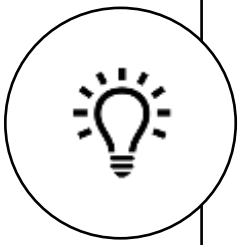
Standard Language: CCSS ELA RL.9-10.2

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.

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.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



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**.

Unit 2: Literary Analysis

9 Weeks

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.

Don't forget: **SRI testing** at the end of the semester.

Materials

Commonly Used Full-Length Texts

Tuesdays with Morrie
Feed
The Orphan Train
Lord of the Flies
I Know Why the Caged Bird Sings
To Kill a Mockingbird
How the Garcia Girls Lost Their Accents
The Grapes of Wrath

Commonly Used Short Pieces

Standard Support

Testing Bank

Feedback Guides

Grammar Guidance

Use the editing process on student literary analyses to practice and collect evidence on as many targets from Applying Grammar and Mechanics as possible. Record evidence separately from Infinite Campus since this topic doesn't show up in the grade book until Semester 2.

Grading Topic: Writing Text Analyses

4	***In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.***
3 **Learning Goal**	***Write 3+ page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:*** ➢ Draw evidence from literature to support analysis and reflection ➢ Introduce precise claims about literature ➢ Address a variety of literary devices (allegory, imagery, motif, symbol, tone, etc.) in analysis of literature ➢ Develop claims fully, supplying evidence for each point while pointing out the strengths and limitations of both ➢ Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, evidence, and explanations ➢ Establish and maintain a formal style and objective tone while attending to the norms and conventions of a literary analysis ➢ Provide a conclusion that follows from and reflects upon the analysis presented
2	***Students demonstrate they have the ability to:*** A. **Construct** a thesis B. **Establish** a claim and provide relevant evidence for the claim C. **Write** analysis using a template or graphic organizer
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Thesis, Claim, Analysis, Evidence, Cohesion

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.
Click the link at the right for additional details about this standard.

Standard Language: CCSS ELA W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.
Click the link at the right for additional details about this standard.

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.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

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**.

The Revision Assistant software can support this standard in numerous ways. The following analysis prompts are reserved for English II: Angela's Ashes and Unbroken

Unit 3: Speech and Argument

9 Weeks

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.

Materials

Commonly Used Full-Length Texts

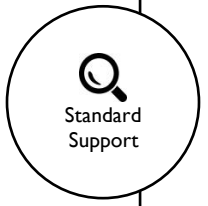
The Color of Water
To Kill a Mockingbird
The Absolutely True Diary of a Part-Time Indian
Tuesdays with Morrie
Julius Caesar

Commonly Used Short Pieces

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)

Grammar Guidance

Use the editing process on any written components of speeches to practice and collect evidence on as many targets from Applying Grammar and Mechanics as possible. As of this unit, evidence can now be entered in the grade book.



Grading Topic:
Evaluating Arguments and Purpose

4	***In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*** • Possible Target: Decision-Making
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **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 B. **Evaluate** whether the claims and evidence in an argument are relevant and sufficient C. **Identify** types of reasoning used in an argument (deductive, inductive, and fallacious) and whether the reasoning is valid
2	***Students demonstrate they have the ability to:*** A. **Identify** the audience of a text or speech B. **Identify** a speaker's or author's position and reasoning C. **Delineate** the argument and specific claims in a text or speech D. **Identify** evidence used by an author or speaker to support his or her message E. **Identify** examples of false statements and fallacious reasoning in isolation
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Audience, Purpose, Rhetoric, Fallacious Reasoning, Sufficient, Valid

Note that a piece will have just one argument (thesis) and often several claims (reasons).

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.

and fallacious reasoning

Teacher Clarifications

The new elements of this topic (compared to Grade 9) are introduction of the three rhetorical appeals.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

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.

Grading Topic: Constructing Speeches

4	***In addition to meeting the Learning Goal, students demonstrate a command of language and organization that rises above formulaic speech writing.***
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **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 B. **Integrate** information from multiple sources of information presented in diverse media or formats (for example, visually, quantitatively, orally) C. **Evaluate** the credibility and accuracy of multiple sources of information presented in diverse media or formats
2	***Students demonstrate they have the ability to:*** A. **Identify** the characteristics of credible and accurate sources of information B. **Prepare** an outline in preparation for writing a complete speech C. **Write** a speech that conforms to the task, purpose, and audience of a given situation
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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.

Teacher Clarifications

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

Academic Vocabulary

Credibility, Accuracy

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.

Grading Topic: Delivering Presentations	
4	***In addition to meeting the Learning Goal, students demonstrate a command of speaking and flow that rises above formulaic presentation.***
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Present** a speech that engages the audience through a variety of techniques (for example: rate, pitch, tone, enthusiasm) B. **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 C. **Use** appropriate eye contact, adequate volume, and clear pronunciation
2	***Students demonstrate they have the ability to:*** A. **Incorporate** a digital visual aid into a presentation B. **Present** a speech that conforms to the task, purpose, and audience of a given situation
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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.

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.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

Academic Vocabulary

Concise, Substance, Style, Enhance, Articulate

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).

Unit 4: The Study of Non-Fiction

9 Weeks

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.

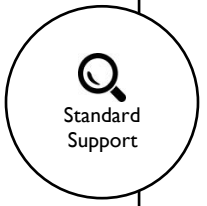
Don't forget: **SRI testing** at the end of the semester.

Materials

Commonly Used Full-Length Texts

The Color of Water
First They Killed My Father
I Am Malala

Commonly Used Short Pieces



Grammar Guidance

This final unit is the last opportunity to secure the Level 3 Learning Targets in Grammar and Mechanics before students move on to English III or AP Lang (and the ACT). With this in mind, place deliberate emphasis on scheduling opportunities for students to learn and apply the skills that have not yet been demonstrated.

Grading Topic: Integrating Multiple Texts

4	***In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*** • Possible Target: Investigation
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Analyze** how two or more texts address similar topics or concepts in order to build knowledge [*Modified Reading 9 Anchor Standard*] B. **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 C. **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 D. **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
2	***Students demonstrate they have the ability to:*** A. **Determine** a central idea in a text B. **Summarize** a text objectively C. **Describe** how the author unfolds an analysis or series of ideas or events in a text D. **Explain** the author's structural choices in a text
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Concept, Central Idea, Text Structure

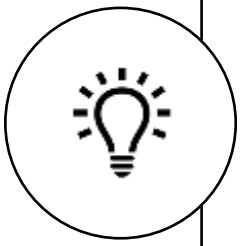
Standard Language: CCSS ELA RI.9-10.2
Standard Language: CCSS ELA RI.9-10.3
Standard Language: CCSS ELA RI.9-10.5
Standard Language: CCSS ELA RI.9-10.9

Click the link at the right for additional details about these standards.

Teacher Clarifications

Bear in mind that this topic cannot be properly assessed without studying multiple pieces of non-fiction text.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Multiple Opportunities

The variety of skills on display in this topic should naturally link to **Constructing Writing** and **Collaborating in Discussions** tasks. Additionally, writing in response to non-fiction often provides good opportunities to display some of the more complex **Applying Grammar and Mechanics** skills in meaningful contexts.
Writing about (and using information from) these non-fiction texts is reported in the next topic: **Writing Informative Texts**.

Grading Topic:
Writing Informative/Explanatory Texts

4	***In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.***
3 **Learning Goal**	***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
2	***Students demonstrate they have the ability to:*** A. **Introduce** a topic B. **Use** transitions to connect sections of writing C. **Provide** a conclusion D. **Draw** relevant evidence from a text to develop an idea
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Articulate, Audience, Cohesion, Formal Style, Informative/Explanatory, Tone, Support, Thesis, Transition

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.

Click the link at the right for additional details about this standard.

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.

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 based on its emphasis on providing concrete information instead of an emphasis on the arrangement and selection of evidence in support of a particular interpretation.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

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**.

The Revision Assistant software can support this standard in numerous ways. The following analysis prompts are reserved for English II: Call or Text and Civil Rights