

Course: English 2

Mastery Level: Comprehension and Application

UNIT	Reading Literature										Reading Informational Text									
	1	2	3	4	5	6	7	9	10	1	2	3	4	5	6	8	9	10		
The Language of Nonfiction												Focus	Focus							
Text Structure				Focus	Focus	Focus														
Author's Craft	Focus	Focus		Focus																
Characterization	Focus		Focus																	
Thematic Development	Focus	Focus	Focus																	
Author's Purpose	Focus	Focus	Focus																	

UNIT	Writing & Research										Speaking & Listening						Language					
	1	2	4	5	6	7	8	9	10	1	2	3	4	5	6	1	2	3	4	5	6	
The Language of Nonfiction	Focus		Focus							Focus						Focus	Focus		Focus			
Text Structure																		Focus		Focus		
Author's Craft	Focus																					
Characterization		Focus	Focus																			
Thematic Development																				Focus		
Author's Purpose	Focus		Focus							Focus												
Vocabulary/Grammar																						

English 2

Social Emotional Learning Standards Addressed by Unit

	Unit of Study					
	The Language of Nonfiction	Text Structure	Author's Craft	Characterization	Thematic Development	Author's Purpose
Standard 1A: Identify and manage one's emotions and behavior		X				X
Standard 1B: Recognize personal qualities and external supports				X		
Standard 1C: Demonstrate skills related to achieving personal and academic goals				X	X	
Standard 2A: Recognize the feelings and perspectives of others	X		X	X		
Standard 2B: Recognize individual and group similarities and differences			X	X		
Standard 2C: Use communication and social skills to interact effectively with others	X					
Standard 2D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways						
Standard 3A: Consider ethical, safety, and societal factors in making decisions						
Standard 3B: Apply decision-making skills to deal responsibly with daily academic and social situations					X	
Standard 3C: Contribute to the well-being of one's school and community						

Course: English 2

Unit (sem 1): The Language of Nonfiction

Taught with the study of contemporary nonfiction pieces in varying mediums (charts, infographics, pictures as text, podcasts, documentaries, etc.), *Elements of Literature*, and/or excerpts from *The Day the World Came to Town*

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p>LA.9-10.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.</p> <p>LA.9-10.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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and analyze the author’s purpose in using non-fiction elements in a piece of writing. Analyze tone in a non-fiction piece by examining literary elements (diction, figurative language, etc.) <p>Mastery Taxonomy Level: Application</p>	<p>Objective, Subjective, Non-fiction, Narrative, Persuasive, Exposition, Description, Tone, Imagery, Theme</p>	<p>Multi-paragraph writing assignment</p>
<p>LA.9-10.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.</p> <p>LA.9-10.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LA.9-10.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Students will be able to use comprehension of non-fiction elements to analyze the text and create a formal essay.</p> <p>Mastery Taxonomy Level: Analysis</p>	<p>Thesis, Topic Sentence, Assertion, Evidence, Elaboration, Concluding Sentence</p>	<p>Multi-paragraph writing assignment</p>
<p>LA.9-10.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 <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LA.9-10.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LA.9-10.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>Students will be able to apply knowledge and analysis of text(s) to participate in class activities to aid in comprehension of non-fiction pieces.</p> <p>Mastery Taxonomy Level: Comprehension</p>	<p>Description, Tone, Diction/word choice, Connotation, Denotation, Context Clues, Imagery, Theme</p>	<p>Formal Speaking Assignment (Individual/Group Speech, Graded Class Discussion, or Socratic Seminar)</p>

Course: English 2

Unit (sem 1): Text Structure

Taught with the study of one of the following: *Macbeth*, *Julius Caesar*, or *March* (volume 1)

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p>CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise</p> <p>CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p>CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify main ideas, supporting details, and figurative language in a text. the following in a text • apply the following elements of a text to author's message and/or purpose: <ul style="list-style-type: none"> ○ text structure ○ tension ○ order of events ○ point of view <p>Mastery Taxonomy Level: Comprehension</p>	<p>Text Structure, Parallel Plots, Mystery/Tension, Point of View, Paradox, Allusion, Irony (Verbal, Dramatic, Situational), Metaphor (Purpose Of Them), Symbol (Purpose Of Them)</p>	<p>Multiple Choice Passage-Based Assessment</p>
<p>CCSS.ELA-LITERACY.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CCSS.ELA-LITERACY.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify varied word meanings (denotation and connotation). • connect/analyze how author's word choice impacts a work's meaning and tone. <p>Mastery Taxonomy Level: Comprehension</p>	<p>Connotation/Denotation, Tone, Diction Style</p>	<p>Multiple Choice Passage-Based Assessment</p>

Course: English 2

Unit (sem 1): Author's Craft

Taught with the study of one of the following: *Elements of Literature*, *Fahrenheit 451*, *Interpreter of Maladies*, or poetry of comparable length and substance

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p>CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and understand key details to make inferences. Apply understanding of author's craft by developing a formal essay. <p>Mastery Taxonomy Level: Application</p>	<p>Thesis, Topic Sentence, Assertions</p> <p>Signal Phrase, Evidence/Support, Mla Citation, Elaboration</p> <p>Transition, Conclusion/Clincher</p>	<p>Multi-paragraph essay</p>
<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p>Students will be able to identify and connect the details and author techniques that contribute to formulating the theme in a text.</p> <p>Mastery Taxonomy Level: Comprehension</p>	<p>Author's Purpose, Theme, Inference, Textual Evidence</p>	<p>Multiple Choice Passage-Based Assessment</p>
<p>CCSS.ELA-LITERACY.RL.9-10.4 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).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify literal and figurative meanings of words and phrases and determine how they create tone. Connect identified tone to the author's purpose. Apply knowledge of the appeals as a strategy to determine an author's message. <p>Mastery Taxonomy Level: Comprehension</p>	<p>Figurative Meaning, Connotative Meaning, Technical Meaning</p> <p>Literary Devices: Tone, Diction, Theme</p> <p>Appeals: Ethos, Pathos, Logos</p>	<p>Multiple Choice Passage-Based Assessment</p>

Course: English 2

Unit (sem 2): Characterization

Taught with the study of one of the following: *A Separate Peace*, *Lord of the Flies*, or *Tattooist of Auschwitz*

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify how characters develop over the course of a text. Compare and contrast motivations, actions, and words/thoughts of multiple characters in a text. Use character development details, actions, and interactions, words, and thoughts of characters to support inferences. <p>Mastery Taxonomy Level: Comprehension</p>	<p>Static/Dynamic Characters, Character Foil, Protagonist/Antagonist, Flat/Round Character, Indirect/Direct Characterization, Character Analysis (STEAL - Speech, Thoughts, Effects, Actions, Looks)</p>	<p>Multi-Paragraph Essay</p>
<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze text and explain complex ideas through organized writing. Apply aspects of characterization by developing a formal essay. <p>Mastery Taxonomy Level: Application</p>	<p>Thesis, Topic Sentence, Assertions</p> <p>Signal phrase, Evidence/support, MLA Citation, Elaboration</p> <p>Transition, Conclusion/Clincher</p>	<p>Multi-Paragraph Essay</p>

Course: English 2

Unit (sem 2): Thematic Development

Taught with the study of EITHER *A Lesson Before Dying* OR *To Kill a Mockingbird* – Only One Text Is To Be Taught

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate how the theme is developed over the course of the text. Identify and connect an author’s supporting details to a thematic message. Identify and connect an author’s use of literary devices to create/contribute to the meaning/theme of a piece of literature. <p>Mastery Taxonomy Level: Application</p>	<p>Theme, Thematic Statement, Motif/Symbolism, Author's Purpose, Foreshadowing, Flashback, Point of View, Irony</p>	<p>In-Class Write</p> <p>Multiple Choice Passage-Based Assessment</p>
<p>CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Students will be able to appraise the author's use of figurative language and how its use contributes to the meaning/theme of a piece of literature.</p> <p>Mastery Taxonomy Level: Comprehension</p>	<p>Metaphor, Simile, Allusion, Personification</p>	<p>Multiple Choice Passage-Based Assessment</p>
<p>CCSS.ELA-LITERACY.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.</p>	<p>Students will be able to distinguish how the use of complex characters contributes to the meaning/theme of a piece of literature.</p> <p>Mastery Taxonomy Level: Comprehension</p>	<p>Characterization, Foil, Static/Dynamic/Flat/Round Characters, Protagonist/Antagonist</p>	<p>Multiple Choice Passage-Based Assessment</p>

Course: English 2

Unit (sem 2): Author's Purpose

Taught with the study of *The Crucible* or *Our Town*

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessment(s)
<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify literary terms/concepts and comprehend how they create and contribute to the meaning of a piece of literature. Explain how complex characters develop over the course of the text. <p>Mastery Taxonomy Level: Comprehension</p>	<p>Allegory, Symbolism, Static/Dynamic Characters, Character Foil, Protagonist/Antagonist, Flat/Round Character</p>	<p>Multiple Choice Passage-Based Assessment</p>
<p>CCSS.ELA-LITERACY.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.</p>	<p>Students will be able to apply knowledge of the text to initiate and participate in class discussion.</p> <p>Mastery Taxonomy Level: Application</p>	<p>Socratic Method (Debate, Dialogue, Critical Thinking, Etc.), Most Important Line/Passage</p>	<p>Student or class-led discussion-based assessment</p>
<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Students will be able to craft an analysis of the text to support claims of how an author creates meaning in a text.</p> <p>Mastery Taxonomy Level: Application</p>	<p>Text Analysis, Evidence, MLA Citation, Elaboration (Connected to Thesis)</p>	<p>Multiple Choice Passage-Based Assessment</p>