

## ENGLISH II

CREDIT 1

GRADE 10

PREREQUISITE ENGLISH I

The purpose of this course is to provide students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This course also provides students with the knowledge and skills to become independent critical readers, writers, and thinkers.

**NOTE: This course is required for graduation.**

State Standards for English II may be found here:

<http://tn.gov/education/article/english-language-arts-standards>

### **Embedded Standards**

*Embedded standards are skills used throughout the semester, post secondary, and the workforce.*

Demonstrate command of the conventions of English grammar/usage when writing/speaking

Demonstrate command of the conventions of English capitalization/punctuation/spelling when writing

Apply knowledge of language to understand how language functions in different contexts - Make effective choices for meaning/style - Comprehend more fully when reading/listening

Write routinely over extended time frames/shorter time frames for a range of tasks/purposes/audiences

Develop/Strengthen writing - Plan - Revise - Edit - Rewrite - Try a new approach - Focus on addressing what is most significant for a specific purpose/audience

Use multiple strategies to determine/clarify the meaning of unknown/multiple-meaning words/phrases.

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

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

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

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### **First Nine Weeks**

Write arguments to support claims in an analysis of meaningful, important topics or texts, using valid reasoning and relevant and sufficient evidence.

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

Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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.

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

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.

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

### **Common Assessment Comprehensive #1**

### **Common Assessment Writing #1**

### **Common Assessment Comprehensive #2**

### **Common Assessment Writing #2**

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## **Second Nine Weeks**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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.

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

Analyze how an author uses source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**Common Assessment Comprehensive #3**

**Common Assessment Writing #3**

**Common Assessment Comprehensive #4**

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For information regarding instructional objectives and materials, please contact the school principal.

\*Common assessments are scheduled within the nine weeks. Each school may adjust the week and/or day of the week to meet the individual school's schedule.

\*Common assessments may be rescheduled due to inclement weather.