

CURRICULUM UNIT MAP
CONTINUOUS OBJECTIVES

COURSE TITLE: English 2

GRADE: 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Reading Strategies CONTINUOUS—OBJECTIVE Apply pre-reading, during-reading, and post reading strategies to comprehend, interpret, analyze, and evaluate a variety of fiction and nonfiction and nonfiction	Use pre-reading strategies to help me begin to understand a text Use during reading strategies to help me understand and comprehend a text Use post reading strategies to reflect on my reading and understanding of a text	This objective is taught as part of the continuous reading process. Instruction and assessments will be varied and repeated throughout the year.	This objective is taught as part of the continuous reading process. Instruction and assessments will be varied and repeated throughout the year.
Unit: C.E.I. CONTINUOUS—OBJECTIVE Compose responses using a strong controlling idea (claim), relevant specific details and complex ideas (evidence), and freshness of thought (interpretation)	Write a claim that restates the question and expresses a clear and accurate idea Write specific evidence using text-based, relevant, and specific details and examples to PROVE my claim Write an interpretation that includes a reasonable opinion, inference, conclusion, connection or prediction	Students complete various CR questions using the C.E.I. format Students will label their C.E.I. responses during their writing	Performance Assessment Use C.E.I. on CR questions
Unit: MUG CONTINUOUS—OBJECTIVE Use correct capitalization, punctuation, spelling, and usage	Apply MUG skills to revise a daily language activity Identify the appropriate rule for the daily language activity Apply the rules to compose my own original sentences	After practicing five (5) MUG sentences, students will take quiz	Performance Assessment (A part of the grade on student's essay will address MUG)
Unit: Context Clues CONTINUOUS—OBJECTIVE Develop vocabulary using context clues	Determine the part of speech Recall other forms of the word that are familiar Identify pre-fixes, suffixes, and root words Consider the text surrounding the word	Students will complete short context clue quizzes	End-of-unit Benchmark (Students will have at least one question on context clues on EVERY end-of-unit benchmark exam)
Unit: Literary Techniques CONTINUOUS—OBJECTIVE Identify and explain literary techniques in fiction, nonfiction, and/or poetry	Define previously introduced literary techniques (alliteration, hyperbole, imagery, irony, jargon, metaphor, personification, onomatopoeia, simile) Identify examples of literary techniques and explain effectiveness	Students create original examples of each literary technique	End-of-unit Benchmark Exam

CURRICULUM UNIT MAP

1ST QUARTER

COURSE TITLE: English 2

GRADE: 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Main Idea WEEKS 1-3 —OBJECTIVE Differentiate between main ideas and supporting details to compose effective summaries	Define main idea as the author's stated or implied message or what the text is "mostly about" Identify the main idea of each paragraph Identify the details that support the main idea Differentiate between the main idea and the supporting details Use the main idea of each paragraph to identify the author's central main idea of the passage Use the individual main ideas to write a paragraph to summarize the passage	Students read a nonfiction passage and answer a selected response question to identify the main idea Students complete a short quiz to identify the main idea and the supporting details on a nonfiction passage Students compose a summary on the article "Taking a Closer Look at Homework"	End-of-Unit Benchmark Exam
Unit: Tone WEEKS 4-6 —OBJECTIVE Identify and explain tone in poetry and nonfiction texts	Define tone as the author's attitude Use the clues to identify and explain the tone (word choice, punctuation, sentence structure) Identify tone changes within a passage	Students complete a quiz to define tone and list the three clues that are used to identify tone Students read a passage and identify and explain the tone Students complete a CR to identify and explain the tone of a passage	End-of-Unit Benchmark Exam
Unit: Patterns in Reading WEEKS 7-8—OBJECTIVE Identify and analyze patterns in reading comparison/contrast and cause/effect	Recognize significant connections or relationships in texts Recognize significant differences in texts Identify clue words that signal comparison (all, each, both, similar, likewise, same, etc.) Identify clues words that signal contrast (on the other hand, however, different, even though, etc.)	Students read a selection and create a graphic organizer to identify the similarities and differences; students complete the CR question	

CURRICULUM UNIT MAP
1ST QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Patterns in Reading (CONTINUED) WEEK 1—OBJECTIVE Identify and analyze patterns in reading comparison/contrast and cause/effect	Analyze similarities and differences to discover and explain meaning Recognize a cause is an event or action that directly results in another event or action Recognize an effect is the direct outcome of an event Identify clue words that signal cause (because, since, therefore, if/then, etc.) Identify clue words that signal effect (brought about, led to, as a result, consequently, etc)	Students read a selection and complete the graphic organizer to identify three effects found in the passage	End-of-Unit Benchmark Exam
Unit: Compare and Contrast Essay WEEK 9—OBJECTIVE Analyze similarities and differences between two subjects and compose a comparison/contrast essay Apply the writing process to compose a variety of texts	Recognize significant connections or relationships between two (2) people, places, things, or ideas Recognize significant differences between two (2) people, places, things, or ideas Use clue words that signal comparison (all, each, both, similar, likewise, same, etc.) Use clue words that signal contrast (on the other hand, however, different, even tough, etc.) Follow the writing process to compose a comparison/contrast essay: pre-write, draft, peer respond, revise/edit, publish Use effective transitions between paragraphs and between ideas within paragraphs to guide the reader through my comparison/contrast essay Analyze similarities and differences to discover and explain meaning in my comparison/contrast essay	Students complete a graphic organizer to brainstorm ideas for pre-writing Students conference with teacher throughout the writing process	Performance Assessment Compare/Contrast Essay

CURRICULUM UNIT MAP

2nd QUARTER

COURSE TITLE: English 2

GRADE: 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: PLOT, CONFLICT, & SETTING WEEKS 1-5—OBJECTIVE Analyze plot in fiction	Identify the elements of plot, including character, setting exposition, conflict, rising action, climax, falling action, and resolution Explain how the climax resolves (or does not resolve) the conflict Recognize that a flashback is an event that happened before the beginning of the text Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions	After reading three short stories, students complete a quiz to identify the elements of plot After reading two more short stories, students complete a plot diagram After reading the final short story, students identify the elements of plot on a plot diagram and complete the CR question	
Unit: PLOT, CONFLICT, & SETTING WEEKS 1-5—OBJECTIVE Identify and analyze conflicts and solutions in fiction texts Analyze setting in fiction texts	Explain the internal conflict (character vs. self) Explain the external conflict (character vs. character; character vs. environment) Identify characters' problems, decide if solutions are effective, and propose better solutions Define setting as the time and place of the action of a text Explain the importance (or role) of the setting in the text Explain how the setting complicates (or creates) a conflict	After reading three short stories, students complete a quiz to identify and explain internal and external conflicts After reading two more short stories, students a conflict graphic organizer After reading the final short story, students complete problem and solution organizer After reading four short stories, students complete the setting graphic organizer After reading the final short story, students complete the setting CR question	End-of-Unit Benchmark Exam

CURRICULUM UNIT MAP
2nd QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Narrative Essay WEEKS 5-6—OBJECTIVES Apply the elements of plot and effective sequencing, and dialogue to compose narrative essays Apply the writing process to compose a variety of texts	Follow the writing process to compose a narrative essay: pre-write, draft, peer respond, revise/edit, publish Apply the elements of plot (character, setting, exposition, conflict, rising action, climax, falling action, and resolution) and effective sequencing Use vivid details to re-create people, places, and events Use 1 st person point-of-view Use dialogue correctly and effectively	Students complete a graphic organizer to brainstorm ideas for pre-writing Students complete a plot diagram to place their details in a correct sequence Students conference with teacher throughout the writing process	Performance Assessment Narrative Essay
Unit: <i>Fahrenheit 451</i> by Ray Bradbury WEEKS 7-9—OBJECTIVE Analyze plot in fiction Identify and analyze conflicts and solutions in fiction texts Analyze setting in fiction texts (The <i>Fahrenheit 451</i> unit will serve as a way to continue to practice previously introduced objectives)	Identify the elements of plot, including character, setting exposition, conflict, rising action, climax, falling action, and resolution Explain how the climax resolves (or does not resolve) the conflict Recognize that a flashback is an event that happened before the beginning of the text Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions Explain the internal conflict (character vs. self) Explain the external conflict (character vs. character; character vs. environment) Identify characters' problems, decide if solutions are effective, and propose better solutions Explain the importance (or role) of the setting in the text Explain how the setting complicates (or creates) a conflict	THIS UNIT IS STILL IN DEVELOPMENT	THIS UNIT IS STILL IN DEVELOPMENT

CURRICULUM UNIT MAP
3rd QUARTER

COURSE TITLE: English 2

GRADE: 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Opinion Essay WEEKS 1-3—OBJECTIVE Access primary and secondary text and evaluate for relevance, credibility, and reliability	Define a primary source as a source written or created by people who observed or participated in an event Define a secondary source as a source written after the event by nonparticipants Determine if information is reliable and from credible sources Use relevant (important and directly to my topic) information from quality sources	Students create 3+ source cards and 15+ notecards which include direct quotes and paraphrased information to be approved before they begin writing their essay	
Unit: Opinion Essay WEEKS 1-3—OBJECTIVE Apply research skills to produce a research paper	Select an appropriate topic to research Access a variety of credible sources Use source cards and note cards to manage and organize information Use MLA format to compose my research paper	Students write topic on a 3x5 index card for approval Students conference with teacher while drafting	
Unit: Opinion Essay WEEKS 1-3—OBJECTIVE Document sources of information with textual citation, works cited, and/or bibliography	Avoid plagiarism by correctly citing the words and ideas of others used in my research paper Paraphrase information from research sources to use in my research paper Document sources of all paraphrased information using textual citations Use direct quotes from research sources in my research paper Document sources of all direct quotes using textual citations Create a works cited page to list all sources cited in my research paper	Students create 3+ source cards and 15+ notecards which include direct quotes and paraphrased information to be approved before they begin writing their essay	Performance Assessment Opinion Research Essay

CURRICULUM UNIT MAP
3rd QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Allusions	Define allusion as indirect reference to a person, place, event, or literary work with which the author believes the reader will be familiar	Students will read a passage and complete a graphic organizer to identify and explain the effectiveness of allusions	End-of-Unit Benchmark Exam
WEEK 4—OBJECTIVE Identify and explain allusion in fictions texts	Identify and explain the effectiveness of allusions		
Unit: Point-of-view	Define 1 st person POV as one person telling the story through his/her eyes	Students complete a quiz to define each type of POV After the third short story, students complete an exit slip to explain how the POV affects the information the reader receives After the fifth short story, students complete a graphic organizer to identify and explain evidence of more than one character's thoughts, feelings, and actions	End-of-Unit Benchmark Exam
WEEKS 5-7—OBJECTIVE Analyze and evaluate point-of-view in fiction	Define 3 rd person omniscient POV as an all-knowing narrator that can see into the minds of more than one character Define 3 rd person limited POV as a narrator who knows all thoughts, actions, and feelings of one character		
	Identify 1 st person POV, 3 rd person omniscient POV, and 3 rd person limited POV in the texts we read		
	Explain how the POV affects the information the reader receives		
	Explain how the text would be different if it were told in another POV or perspective		
Unit: Understatement	Define understatement as the technique writers use when they deliberately make a situation seem less important or serious than it is	Students will read a selection and identify two (2) examples of understatement in the text	End-of-Unit Benchmark Exam
WEEK 7—OBJECTIVE Identify and explain understatement in fiction and nonfiction texts	Recognize examples of understatement		
Unit: Character WEEKS 8-9—OBJECTIVE Analyze character in fiction	Identify a character as static, dynamic, round, or flat Identify and explain the role of the protagonist and antagonist List and explain the four basic methods of characterization	After reading three stories, students complete a character analysis graphic organizer Students will complete various SR quizzes on drawing conclusions on characters	

CURRICULUM UNIT MAP

4th QUARTER

COURSE TITLE: English 2

GRADE: 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Character (continued) WEEK 1—OBJECTIVE Analyze character in fiction	Use the four methods of characterization to draw conclusions about characters Identify and evaluate a character's motivation	After reading the final story students will complete a CR question on character motivation	End-of-Unit Benchmark Exam
Unit: Persuasive Essay WEEK 2—OBJECTIVES Apply persuasive techniques such as parallelism and rhetorical questions to compose a persuasive essay using appropriate tone for specific purpose and audience Apply the writing process to compose a variety of texts	follow the writing process to compose a persuasive essay: pre-write, draft, peer respond, revise/edit, publish use persuasive techniques such as parallelism and rhetorical questions use an appropriate tone use effective transitions between paragraphs and between ideas within paragraphs to guide the reader through my persuasive essay	Students complete a graphic organizer to brainstorm ideas for pre-writing Students conference with teacher throughout the writing process	Performance Assessment Persuasive Essay
Unit: Theme WEEKS 3-5—OBJECTIVES Analyze theme in fiction	Define theme as the central idea about life or human nature that the writer shares with the reader Use the clues to identify how the theme is developed through the text (plot and conflict, character, title, setting) Compose a theme statement	After reading the third short story, students complete a graphic organizer to compose a theme statement and provide two (2) examples the support the theme statement After reading the third poem, students complete a graphic organizer to compose a theme statement and provide two (2) examples the support the theme statement	End-of-Unit Benchmark Exam
Unit: Analogy WEEK 6—OBJECTIVES Identify and explain analogy in fiction and nonfiction texts	Define an analogy as a point-by-point comparison between two things that are alike in some respect Recognize examples of analogies in nonfiction texts Explain the effect of the analogy	Students will complete the graphic organizer to identify an analogy and complete the CR question to explain the effectiveness of the analogy	End-of-Unit Benchmark Exam

CURRICULUM UNIT MAP
4th QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: <i>Tex</i> by S.E. Hinton WEEKS 7-9—OBJECTIVES Analyze plot in fiction Identify and analyze conflicts and solutions in fiction texts Analyze and evaluate point-of-view in fiction Analyze character in fiction Analyze theme in fiction (The <i>Tex</i> by S.E. unit will serve as a way to continue to practice previously introduced objectives.)	Identify the elements of plot, including character, setting exposition, conflict, rising action, climax, falling action, and resolution Explain how the climax resolves (or does not resolve) the conflict Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions Explain the internal conflict (character vs. self) Explain the external conflict (character vs. character; character vs. environment) Identify characters' problems, decide if solutions are effective, and propose better solutions Identify 1 st person POV, 3 rd person omniscient POV, and 3 rd person limited POV in the texts we read Explain how the POV affects the information the reader receives Explain how the text would be different if it were told in another POV or perspective Identify and explain the role of the protagonist and antagonist List and explain the four basic methods of characterization Use the four methods of characterization to draw conclusions about characters Identify and evaluate a character's motivation Define theme as the central idea about life or human nature that the writer shares with the reader Use the clues to identify how the theme is developed through the text (plot and conflict, character, title, setting) Compose a theme statement	Students complete a plot diagram to identify examples of the elements of plot Students will complete a foreshadowing graphic organizer Students complete a CR question to analyze POV Students complete a character analysis graphic organizer Students complete a theme analysis graphic organizer	End-of-unit Benchmark Exam