## Saint Patrick High School

### Curriculum Guide

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<th>Department:</th>
<th>English</th>
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<td>Class:</td>
<td>English II</td>
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<tr>
<td>Grade and Level:</td>
<td>10 CP/PX</td>
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<td>Term (Semester or Year):</td>
<td>Year</td>
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### Required Text:
- Grammar & Language Workbook by Glencoe
- Short Stories (provided via PDF):
  - *There Will Come Soft Rains* by Ray Bradbury
  - *The Monkey’s Paw* by W.W. Jacobs
  - *A Visit To Grandmother* by William Melvin Kelley (Not PX)
  - *The Street of The Canon* by Josephina Niggli
  - *Through The Tunnel* by Doris Lessing
  - *The Glass Castle* by Jeannette Walls
  - *Lord of The Flies* by William Golding
  - *Oedipus The King/Antigone* by Sophocles

### Additional Resources (i.e. texts, materials, apps, etc.):
- iPad Apps:
  - GoodReader
  - Google Apps (Drive, Docs, Sites, Slides, Sheets)
  - iTunesU
  - Flashcards+
  - iBooks
  - Nearpod

- Other
  - Planner, binder, loose leaf paper, pen/pencil
**Course Description**
222 ENGLISH II (1 credit/College Prep weight)
This course will emphasize the writing techniques needed for the production of the paragraph, the multi-paragraph essay, and the composition of literary analyses. A review of correct English usage and a continuation of vocabulary study will be included. The students will learn the formal research paper and other related Library skills. The literature segments of the course will focus on the study of literary genres, themes, and terminology. Short story, drama, non-fiction, poetry, and novels will be covered.

**Academic Standards Addressed (CCSS or equivalent):**
- CCSS:RL10.1 through RL10.10; W10.2 through W10.10; SL10.1, SL10.4, SL10.6

**Unit Themes (Table of Contents)**

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**Agreed Upon Assessments**
Forms of assessments may include but are not limited to….
- Formative: entrance slips; exit slips; pop quizzes; in-class journaling; class discussion; small group activities; worksheets
- Summative: objective exams; formal expository writing assignments; creative writing assignments; projects and presentations (individual and small group)

**Research and Writing Expectations**
Sophomores will acquire the research skill necessary for their full length junior year research paper. Students will learn to access and use the library data bases including how to do advance searches; how to narrow and focus a research question based on a broad research topic; how to practice research note-taking and source collection; how to initially organize a research project with a working outline and then proceed to creating a formal research outline; how to accurately incorporate source material and direct expert quotes into their own prose; how to properly cite material in-text and on a Works Cited page.

Sophomores will write with strong, clear topic sentences; develop their ideas in prose using evidence, details, and/or examples to support their thinking; incorporate strong and engaging word choice into their writing; utilize organizational features such as preview introductory paragraphs and transitional words. Students will edit their work for clarity (proper grammar, punctuation, and capitalization).

| Unit: Short Stories | Duration: First Quarter (Approx. Ten Weeks) |

Essential Questions:
- How does an author use the following literary devices to create fiction: setting, characterization, figurative language, local color, atmosphere, irony, suspense, foreshadowing, conflict, and theme?
- How can we demonstrate our understanding of short stories through writing?
- How are the themes and subjects of short stories relevant to our lives?
- How can we meaningfully demonstrate our understanding of literature in small and large group discussions?

Affirmation Statements:
Students will be able to…:
- Identify the following literary devices in a short story: setting, characterization, figurative language, local color, atmosphere, irony, suspense, foreshadowing, conflict, and theme?
- Demonstrate in writing how individually and in combination the above listed literary devices contribute to an author’s theme.
- Demonstrate in writing a short story author’s use of the following literary devices: setting, characterization, figurative language, local color, atmosphere, irony, suspense, foreshadowing, conflict, and theme.

Common Assessments:
- Formative: daily journal writing; End-of-the-Story questions (factual, interpretive, analytical); small and large group discussions and projects, technology driven presentations, daily checks for understanding including entrance and exit slips
- Summative: Google Slides small group unit project/presentation, semester exam (objective test and written essay)

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<tr>
<th>Unit:</th>
<th>The Glass Castle</th>
<th>Duration:</th>
<th>Quarter Two (Approx. Ten Weeks)</th>
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**Essential Questions:**
- How does a personal memoir encourage us to ask questions and reflect upon real problems in our own society?
- How do writers use reflection to make sense of prior experiences?
- How do memoirs help us to make meaning of our lives?
- How can we read through the lens of a writer and understand the literary tools memoirists use?

**Affirmation Statements:**
Students will be able to…:
- Demonstrate how a memoir moves beyond a person narrative and a work of fiction.
- Demonstrate in writing how individually and in combination how figurative language, syntax and atmosphere contribute to an author’s theme.
- Identify the elements of a memoir.
- Demonstrate mastery of the memoir genre by composing short, written memoirs of their own.

**Common Assessments:**
- Formative: daily journal writing; End-of-the-Story questions (factual, interpretive, analytical); small and large group discussions and projects, technology driven presentations, daily checks for understanding including entrance and exit slips
- Summative: Google Slides small group unit project/presentation, semester exam (objective test and written essay)

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<th>Unit:</th>
<th>Research Methods: Data Bases, Keyword and Advanced Searching, Primary &amp; Secondary Sources, and Credible On-line Sources, Creating</th>
<th>Duration:</th>
<th>Year</th>
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Focused Research Questions

Essential Questions:
- How do I access the library databases and identify which will be most useful for my academic research?
- How do I use keywords and Boolean operators to locate the most useful sources in order to address my specific research question?
- How do I distinguish primary and secondary sources? How do I locate primary and secondary sources?
- How do I evaluate the academic credibility of online sources?
- How do I create a specific and properly focused research question?

Affirmation Statements:
Students will be able to:
- Demonstrate their skills using the library databases including doing an advanced search using keywords and Boolean operators.
- Demonstrate their skills procuring both secondary and primary source materials pertaining to a research topic.
- Use evaluative tools to determine whether an online source is appropriate for an academic research project.
- Write a specific and properly focused research question based on a broader research topic.

Common Assessments:
- Formative: weekly practice activities in the library and classroom
- Summative: Small Group Data Base Research Project and Presentation, semester one exam (objective test of terms, definitions, and search strategies)
Essential Questions:
- What are the characteristics of strong writing?
- How does a writer incorporate the characteristics of strong writing into an expository paragraph and/or full length essay?
- What prewriting, drafting, and polishing strategies are the most useful in expository writing?
- How does a writer incorporate their purpose and audience into decisions about content

Affirmation Statements:
Students will be able to…:
- Write an essay which shows a clear understanding of the task and accomplishes this task well.
- Topic Sentence: The essay begins with a clear and specific topic sentence which addresses the prompt.
- Development
  All ideas are fully elaborated and supported with clear movement between general statements and specific reasons, examples, and details.
  At least 3 specific references from the text are used in each paragraph
  Focus on the specific issue in the prompt is maintained throughout the essay.
- Organization
- Logical sequence of ideas with appropriate and effective transitions
- Language
  Essay shows a good command of language and varied sentence construction
  Essay demonstrates strong word choice and varied vocabulary
- Mechanics: There are few, if any, grammar, punctuation, or spelling errors

Common Assessments:
- Formative: journaling, short and long responses to literature
- Summative: formal short and long essay assignments, semester final essay test
Essential Questions:
- How does Standard English grammar, spelling, and punctuation help a writer accomplish their purpose?
- How does the purposeful use of a variety sentence structures help a writer accomplish their purpose?
- How do grammar, spelling, and punctuation skills help a writer become a stronger editor?

Affirmation Statements:
Students will be able to…:
- identify the parts of speech.
- identify the significant parts of a sentence.
- identify common sentence errors such as run-ons and fragments
- incorporate strong grammar, spelling, and punctuation into their own writing.

Common Assessments:
- summative: worksheets, informal writing practice
- formative: formal written assignments, unit tests, semester final
Essential Questions:
- How does strong word choice in written work help a writer achieve their purpose and engage their readers?
- How does strong word choice in spoken work help a speaker achieve their purpose and engage their listener?
- How do strong vocabulary skills increase critical reading and critical thinking skills?

Affirmation Statements:
Students will be able to…:
- demonstrate stronger, more engaging, and vivid vocabulary skills in their written and spoken work.
- read with more critical understanding.

Common Assessments:
- Summative: worksheets, homework practice assignments, in-class writing
- Formative: unit tests and semester exam
Unit: Greek Drama (Oedipus The King/Antigone  
Duration: 10 Weeks

Essential Questions:
- Do we control our destinies?
- Is Oedipus his own worst enemy or a victim of fate?
- How did ideas around gender roles contribute to the tragedy in Antigone?
- What are the elements of Greek Drama and its role in Ancient Greek life?

Affirmation Statements:

Students will be able to…:
- Identify the following terms: Dramatic Irony, Hubris, Tragedy, Tragic Hero.
- Demonstrate knowledge of Ancient Greek Drama and Theatre including Greek Chorus, Sophocles, and the role of drama in ancient Greek life.
- Demonstrate critical thinking skills in writing and formal discussion using evidence based claims involving the roles of fate, free will, obedience and individual freedom and hubris in our lives.

Common Assessments:
- Formative: daily journal writing; End-of-the-Story questions (factual, interpretive, analytical); small and large group discussions and projects, technology driven presentations, daily checks for understanding including entrance and exit slips
- Summative: Alternate Ending essay/project, Modern Tragic Hero Research Outline, semester exam (objective test and written essay)
Unit: Lord of The Flies  Duration: Ten Weeks

Essential Questions:

- What is the role of good vs. evil in our daily lives?
- What is an allegory and how is Lord of The Flies an allegory?
- How does Lord of the Flies reflect William Golding and explore his view of human nature?
- How is symbolism utilized by Golding throughout the story to more effectively convey the themes of the novel?
- How does society affect an individual, make us more human?
- In what ways does Golding explore the conflict between civilization and savagery in humans and in our world today?
- What is a microcosm and how is Lord of The Flies a microcosm

Affirmation Statements:

Students will be able to…:

- Demonstrate in writing the importance of setting and characters as well as other elements of a story in Lord of The Flies
- Identify the characteristics of an allegory as well as how Lord of The Flies constitutes an allegory
- Analyze in writing and discussion how Golding presented Lord of The Flies as a microcosm.
- Evaluate how Lord of The Flies exemplifies Golding’s view of the breakdown of social behavior.
- Identify important symbols and analyze the importance of symbols in novels.

Common Assessments:

- Formative: daily journal writing; End-of-the-Story questions (factual, interpretive, analytical); small and large group discussions and projects, technology driven presentations, daily checks for understanding including entrance and exit slips
- Summative: Google Slides small group unit project/presentation, semester exam (objective test and written essay)
Appendix

CCSS Resources
Common Core Website: http://www.corestandards.org/read-the-standards/
Common Core App:

Essential Questions
Essential Questions help structure and plan an academic unit. For information regarding developing Essential Questions, please refer to the file shared with you on Google Drive.

Affirmation Verbage (Action Words)
Examples of Action Verbs:
Discuss, recall, state, measure, identify, collect, create, hypothesize, analyze, identify, define, describe