

Guthrie Public Schools District Curriculum Map

Teacher / Course **Meek/Lucas**
 English II

Last Updated Aug. 2015

Grade
Level: **10th Grade**

Week	Course-Unit Objectives		Assessments	Activities/Resources	Specialized Vocabulary
<p style="text-align: center;">Latin and Central America World Literature Wk: 1-8</p>	<p>The student will be able to understand multicultural significance of Latin and Central American World Literature. This will include reading, writing, and viewing/listening to art and music.</p>		<p>Dialectical journals, essays, formative assessments, quizzes, MAX: KWL, anticipation guide, focused free write</p> <p>Formative Assessments: Vocabulary/Content Quizzes Unit Test</p>	<p><i>Glencoe Literature The Reader's Choice Course 5 – Textbook</i></p> <ol style="list-style-type: none"> 1. Tuesday Siesta 2. The Censors 3. And of Clay We are Created 4. Straw Into Gold 5. Don Quixote 6. “Ode to My Socks” 7. “I am Offering this Poem” <p>Reading in World Literature – Companion Book</p> <ol style="list-style-type: none"> 1. “Love” 2. “Landscapes” <p>50 Essays – Companion Book</p> <ol style="list-style-type: none"> 1. “The Myth of the Latin Woman” <p>Supplemental Materials/Films</p> <ol style="list-style-type: none"> 1. Viva La Causa 2. Don Quixote <p>Poetry: Spoon River Anthology</p>	<p>Multicultural Vocab – tolerance, tradition, universal, acceptance, stereotypes, hate crime, racism, cultural values, assimilation etc...</p> <p>Academic Vocabulary – Story Specific</p> <p>Literary Vocabulary - Extended metaphor, first-person point of view, foreshadowing, imagery, irony, magical realism, metaphor, paradox, rhetoric, satire, symbolism, theme, third –person omniscience</p>

				<p>Activities:</p> <ol style="list-style-type: none">1. Students will investigate stereotypes, including myths and consequences concerning stereotypes.2. Students will discuss and debate relevant news articles concerning stereotypes and racism3. Teaching tolerance.org - Viva La Causa4. Students will observe and reflect on country/region specific art/music.5. Students will analyze figurative language in literature.6. Essay: After reading Straw Into Gold, Students will write reflective essays to demonstrate their ability to reflect on their cultural upbringing.7. Students will learn about the history of the culture and biographical information of authors.8. Bellwork: Art, music, grammar.	
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				Worksheets, journaling etc...	
Research Paper Wks 9-11	<p>The student will be able to understand the components of a MLA formatted informative research paper. Including thesis, introduction, body and conclusion paragraphs.</p> <p>**Research paper and novel will alternate between Bradford/Bray classes.**</p>	<p>W 9-10.1 W 9-10.7 W 9-10.8 W 9-10.9 W 9-10.10</p>	<p>Formative assessments: pre-writing, organization, vocabulary, work cited quizzes. Final research paper will take place of the unit test.</p>	<ol style="list-style-type: none"> 1. Students will select an author and a work. This can be a novel, short story, or poem they have read recently. 2. Students will research the biographical information of the author. 3. Students will write a work cited page with a minimum of three sources. (Work itself, internet/encyclopedia a source of author's biographical information, EBSCO host – critical analysis. 4. Students will write a five paragraph essay including a thesis, introduction, body paragraphs, and conclusion. Including parenthetical citations. 	<p>Bibliography, annotated bibliography, works cited, title page, cite, concept, conceptualization, primary source, secondary source, summary, paraphrase, plagiarism, topic proposal, direct quotation, thesis, outline, outlining</p>
Asia World Literature/Novel I Wks 9-11				<p>Novel: American Born Chinese, Monster Pre-AP- Suggested: The Joy Luck Club, Life of Pi, and/or Kite Runner</p>	

<p>Asia World Literature Wks 12-17</p>	<p>The student will be able to read and discuss ancient and modern Asian literature especially from China, India, Japan. This will include reading, writing, and viewing/listening to art and music.</p>	<p>RL 9-10.2 RL 9-10.5 RL 9-10.1 RL 9-10.4 W 9-10.7 W 9-10.10 SL 9-10.1 L 9-10.2</p>	<p>Dialectical journals, essays, formative assessments, quizzes, MAX: KWL, anticipation guide, focused free write</p> <p>Formative Assessments: Vocabulary/Content Quizzes Unit Test</p>	<p><i>Glencoe Literature The Reader's Choice Course 5 – Textbook</i></p> <ol style="list-style-type: none"> 1. An Astrologer's Day 2. Two Kinds 3. When Mr. Pirzada Came to Dine 4. Farewell to Manzanar 5. Poetry: Haiku, Two Tanka, Woman with Kite <p>Reading in World Literature – Companion Book</p> <ol style="list-style-type: none"> 1. Momotaro: Boy of the Peach 2. He – y, Come, On Ou – t! 3. Kabuliwallah 4. Poetry: Haiku <p>50 Essays – Companion Book</p> <ol style="list-style-type: none"> 1. No Name Woman 	<p>Academic Vocabulary – Story Specific</p> <p><i>Literary Vocabulary:</i> legends, legendary hero, myths, folklore, oral tradition, epic hero, idiom, archetypes, unlikely hero, parody, foil, anti-hero, symbolism, chivalry, folktale, tall tale</p> <p>Personification Anthropomorphism</p>
				<p>Activities:</p> <ol style="list-style-type: none"> 1. Students will identify situational and dramatic irony. (Worksheet) 2. Students will create a horoscope (An Astrologer's Day) 3. Essay: Teacher's choice, compare/contrast, persuasive 4. Students will analyze cultural context and customs 	

				<p>of both Asian and Indian stories.</p> <ol style="list-style-type: none"> 5. Students will identify author's purpose and main idea in summary form. 6. Figurative Language: Eponyms, meanings, and context clues. Students will participate in bellwork assignments, worksheets, and research. 7. Students will observe and reflect on country/region specific art/music. 8. Group Project: Literature Circles Presentation (Momotaro) 9. Students will identify theme, imagery, symbolism, tone using writing techniques. 10. Personification vs. Anthropomorphism (worksheet) 11. Current Events Research – Environmental, immigration 12. Writing: Compare/Contrast Kabuliwallah with Mr. Pirzada. 13. Write Two Tanka Poem using an 	
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				<p>image the student brings.</p> <p>14. Bellwork: Art, music, grammar. Worksheets, journaling etc...</p>	
<p>African World Literature Wks 18-27</p>	<p>Students will read ancient and modern works by African and Middle Eastern as well as select western perspectives on Africa and Middle East.</p>	<p>RL 9-10.1, 9-10.4-6, 9-10.8 W 9-10.4-6, 9 SL 9-10.6, L 9-10.5-6</p>	<p>Dialectical journals, essays, formative assessments, quizzes, MAX: KWL, anticipation guide, focused free write</p> <p>Formative Assessments: Vocabulary/Content Quizzes Unit Test</p>	<p><i>Glencoe Literature The Reader's Choice Course 5 – Textbook</i></p> <ol style="list-style-type: none"> Civil Peace <p>Reading in World Literature – Companion Book</p> <ol style="list-style-type: none"> The Train from Rhodesia Long Walk to Freedom – Nelson Mandela Autobiography (excerpt) A Prisoner Who Wore Glasses The Book of Ruth Anansi Owns All Tales That Are Told <p>Novel read at this time: Anthem Pre-AP can also read Julius Caesar.</p> <p>Movie: Invictus (Mandela)</p> <p>Activities:</p> <ol style="list-style-type: none"> Students will compare and contrast the idea of “civil war” and “civil peace” Students will recognize irony and symbolism in various works. 	<p>Academic Vocabulary – Story specific</p> <p>Literary Vocabulary – dialect, historical context, internal/external conflict, dialogue, colonialism, biblical literacy, myth, oral tradition</p>

<p>Drama Unit Wks 28 (29-32) and 33-35</p>	<p>Students will be introduced to two different types of drama. The students will be able to understand the different components to both tragedy and comedy in writing.</p>	<p>R.L. 9-10.3, RL.9-10.5-7 RI.9-10.3,6-7 W.9-10.1-2 SL.9-10.3 L.9-10.</p>	<p>Dialectical journals, essays, formative assessments, quizzes, MAX: KWL, anticipation guide, focused free write</p> <p>Formative Assessments: Vocabulary/Content Quizzes Unit Test</p>	<ol style="list-style-type: none"> 3. Various historically significant activities about the life of Nelson Mandela and Apartheid. 4. “The Train” – symbolism, imagery, metaphor/simile. Compare/contrast. 5. “A Prisoner” – political symbolism, irony. 6. Writing: Students will write a myth about the origin of everyday things 7. Students will study current events regarding the middle east (Afghanistan) through the reading of a novel and other works dealing with the middle east. 8. Bellwork: Art, music, grammar. Worksheets, journaling etc.. <p><i>Glencoe Literature The Reader’s Choice Course 5 – Textbook</i></p> <ol style="list-style-type: none"> 1. Antigone 2. The Marriage Proposal 3. 3. Optional: Julius Caesar <p>Activities:</p> <ol style="list-style-type: none"> 1. Antigone – group acting/reading 2. History of Oedipus 3. Character Mandela – after finishing play, students have 	<p>Academic Vocabulary – protagonist, antagonist, hubris, tragic flaw, plot diagram, tragedy, comedy, face, situational/dramatic irony,</p>
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				<p>complete understanding of the character.</p> <ol style="list-style-type: none"> 4. Spirit Animal – students select an animal to portray a certain character – can use for review. 5. The Marriage Proposal – activities about farce and satire. 6. I Am Poem, Empty Head Characterization 	
<p>EOI Prep Wks: 29- 32</p>				<p>Activities:</p> <ol style="list-style-type: none"> 1. Pre-Test 2. Academic Vocabulary 3. Test Taking Tips and Strategies 4. Essay Writing 	<p>EOI Vocabulary – interpreting, evaluate, organizational, chronologically, identify, selection, summarize, purpose, usage, revision, etc...</p>