

# English II

English Language Arts

Grade(s) 10th, Duration 1 Year, 1 Credit  
Required Course

## Course Overview

This course will focus on process writing, the elements of literature, public speaking, and the use of primary sources in a report. Both writing and reading assignments will be given as homework. Some lecture, large and small group work, and discussion. Compositions, book reports, unit-related as assigned. Assessments will be given at the end of each unit when the class shows general readiness.

Timeframe	Unit	Scope And Sequence	
			Instructional Topics
Ongoing	Vocabulary		1. Vocabulary
Ongoing	Grammar		1. Grammar and Usage
Ongoing	Oral communication		1. Speech
Ongoing	Writing for the course		1. Persuasive Writing 2. Point of View (Narrative) Writing 3. Vignette Writing 4. Writing (Myths and Legends) 5. Writing (Short Stories) 6. Writing a research paper 7. Writing Poetry 8. Writing Poetry_Copy
5 Week(s)	Short Stories		1. Writing (Short Stories) 2. Reading Short Stories
5 Week(s)	Novel: Monster		1. Persuasive Writing 2. Point of View (Narrative) Writing 3. Reading of the novel
3 Week(s)	Poetry		1. Reading/Speaking and Listening 2. Writing Poetry
5 Week(s)	Novel: House on Mango Street		1. House on Mango Street (Reading) 2. Vignette Writing
6 Week(s)	Research Paper		1. MLA Formatting 2. Research Writing Process
3 Week(s)	Myths and Legends		1. Reading myths and legends 2. Writing (Myths and Legends)
4 Week(s)	Drama: Julius Caesar		1. Reading (Drama) 2. Drama (writing)
3 Week(s)	Persuasion		1. Reading persuasive literature 2. Persuasion

## Materials and Resources

Holt, Elements of Literature grade 10  
Web-based resources as detailed in units  
Novels as detailed in units

## Prerequisites

Successful completion of at least one semester of English I. If first semester of English II is failed, continuation to second semester English II is dependent on teacher recommendation.

## Course Details

**Unit:** Vocabulary

**Duration:** Ongoing

### Unit Overview

As vocabulary is key in both writing formally and informally as well as comprehending the written word, there will be an abundance of time devoted to vocabulary development.

### Materials and Resources

Teacher made vocabulary lists  
-Lists stem from *Holt Elements of Literature 4th Course* and ACT Prep lists

### Summative Assessment

- Weekly vocabulary quizzes  
- Word choice graded on every composition

**Topic:** Vocabulary

**Duration:** Ongoing

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## Topic Overview

As vocabulary is key in both writing formally and informally as well as comprehending the written word, there will be an abundance of time devoted to vocabulary development. Vocabulary will be covered weekly focusing on words that are present in literature being read at that time in the course, as well as words from ACT Prep lists.

## Learning Targets

Vocabulary

Students will show knowledge of vocabulary both formally and informally throughout the year. This will be accomplished through class discussion and questions answered on daily assignments.

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## Unit: Grammar

Duration: Ongoing

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### Unit Overview

As grammar is a huge concern for writing and comprehending the written word, there are portions of many class periods devoted to the study of grammar.

### Materials and Resources

- Holt *Elements of Literature 4th Course*
- Purdue University online resource: OWL Writing Dept.
- Various Grammar Workbooks

### Academic Vocabulary

- Parts of speech
- commas
- semicolons
- colons
- parallel structure
- various clauses
- end marks

### Summative Assessment

- Various compositions throughout the year
- Quizzes periodically on specific grammar rules

**Topic:** Grammar and Usage

**Duration:** Ongoing

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### Topic Overview

As grammar is a huge concern for writing and comprehending the written word, there are portions of many class periods devoted to the study of grammar.

### Learning Targets

Grammar

Students will engage in daily grammar lessons. Each class period will begin with a grammar lesson deemed necessary by the instructor.

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## Unit: Oral communication

Duration: Ongoing

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### Unit Overview

As communication is key in not only English but every course of study (and career), many units will incorporate both formal and informal speaking. Examples of these are as follows:

- Quarter book reports (oral)
- Short Story Unit (Student taught)
- Caesar (Reading and Persuasion)
- Persuasive unit (Product placement/advertisement)

### Materials and Resources

Holt *Elements of Literature* Fourth Course

### Summative Assessment

Various projects throughout the year.

**Topic:** Speech

**Duration:** Ongoing

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### Topic Overview

As communication is key in not only English but every course of study (and career), many units will incorporate both formal and informal speaking.

### Learning Targets

Speech

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Students will present a variety of speeches throughout the year. They will be evaluated on both content and presentation style (volume, articulation, eye contact, posture).

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**Unit:** Writing for the course

**Duration:** Ongoing

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## Unit Overview

All writing for the course can be found within this unit (they are also in the individual units they are taught).

## Materials and Resources

Holt Elements of Literature Fourth Course

Purdue OWL

Various Internet Sources

## Summative Assessment

Papers throughout the year

**Topic:** Persuasive Writing

**Duration:** 3 Day(s)

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## Topic Overview

This portion of the unit begins with an overview of the persuasive techniques (logos, pathos, ethos) and how they are used within the context of persuasive writing. We then move towards using these persuasive techniques in a writing assignment.

## Learning Targets

Introduce persuasive techniques

Teacher will introduce persuasive techniques (logos, pathos, ethos) followed by examples of these techniques used in writing. As a class, use these techniques to create a persuasive argument for an assigned topic.

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Persuasive assignment

Begin compiling information for the persuasion; complete a rough draft for the following class.

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Peer edit

Peer edit rough drafts into a final polished version; final draft due at the end of the class period.

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**Topic:** Point of View (Narrative) Writing

**Duration:** 3 Day(s)

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## Topic Overview

In this portion of the unit students will be analyzing how point of view affects the way in which we read and comprehend text. Along with this we will be creating our own points of view for various situations.

## Learning Targets

Introduce general assignment

Students have been reading the novel Monster by Walter Dean Myers, in which point of view is an extremely important element. As such we have been discussing this in great detail throughout the reading to this point. As a follow up activity, students will be writing a narrative text about a robbery (similar to that in the novel), from several points of view.

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Peer edit

Finish up rough draft; peer edit with 2 classmates, and adjust essay as appropriate to improve flow and content in addition to meeting six-trait writing expectations.

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Share one point of view with the class

Final draft is due; share one point of view with the class.

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**Topic:** Vignette Writing

**Duration:** 1 Week(s)

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## Topic Overview

While reading the novel, *House on Mango Street* students will be writing their own vignettes which are similar in topic to that of vignettes from the novel. As a class we will review the requirements of a vignette and review examples from years past.

## Learning Targets

Vignette Writing

Students will write vignettes similar to those in the novel in both form, conventions, and topic. These may or may not be shared with classmates.

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**Topic:** Writing (Myths and Legends)

**Duration:** 1 Week(s)

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## Topic Overview

Students will write both formally and informally throughout this portion of the unit. To begin, students will choose a culture and research one myth or legend that originated from the culture that they chose. Students will then write their own version of the myth or legend.

## Learning Targets

### Research phase

Each student will choose a culture and research their myths and legends. Students will choose one as a focus for the next phase.

### Creative writing phase

Each student will create a myth or legend which parallels the one chosen in the previous phase, paying attention to the arc of the story and the purpose of the tale.

### Polishing phase

The student will produce a final version of the myth or legend which incorporates the six traits of writing and meets the requirement of the assignment.

## Topic: Writing (Short Stories)

Duration: 2 Week(s)

## Topic Overview

Students will be collaboratively writing a brief synopsis of the story that was assigned to them after having completed this synopsis, students will teach the story to the class focusing on various plot elements that we have covered as a class.

## Learning Targets

Students will spend 3 days in class compiling and completing the process gathering the information to include within their synopsis/teaching unit. Student groups will then spend 2 class days presenting the information that they gathered.

Day 1- Students are provided an example of a "good" project and the process which was followed to complete this project. Students are then assigned their collaborative groups and given time to read the selection that they will be teaching the class.

Day 3- Students collaborate with their peers to begin compiling their various individual portions of the project into one group project. After compiling the project students will run through giving the presentation a few times. Presentations will start next class period.

Days 4/5- Student groups will present their projects to the rest of the class. During this time classmates will complete a "study guide" provided by the group that is presenting.

Collaborate with peers to complete the group project.

Day 2 - Students collaborate with their peers to assign various elements of the project that will need to be researched and completed. After which students will begin completing their portions of the project; individual portions are due at the start of the next class period.

## Topic: Writing a research paper

Duration: 1 Month(s)

## Topic Overview

Throughout this unit students will go through the writing process starting with the brainstorming page, and working all the way through the publishing stage. Attached to this unit you will find the project guidelines and the timeline for the project.

## Learning Targets

### Choose a topic

Individuals will not be allowed to share a topic. This will assure that a variety of topics are being researched and a variety of sources remain available. The preferred topic selection must be submitted to the teacher. Topics will be given on a first come first serve basis.

### Create a graphic organizer

This working draft should serve to get the student's ideas on paper and provide a starting point for research.

### Research a variety of reliable sources

Four research days will be provided in the school library/online to find evidence to strengthen ideas. There are several requirements that must be met during this time.

### Outline

Complete a key-issue outline following course handout.

### Working draft

Incorporate the research into a working draft using the key-issue outline.

### Complete a polished draft for review

Complete a polished draft for review and have the draft reviewed. At least two people need to read the draft (teacher and a peer) before it is turned in for a grade. The final product should be error-free and interesting.

Submit a polished copy for grading

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In addition to turning in the research paper itself, each student will also be responsible for presentation of your research. This DOES NOT mean that they will stand up and read a paper in its entirety. There are many ways to approach this, one would be a PowerPoint presentation covering the main points of the research.

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## Topic: Writing Poetry

Duration: 1 Week(s)

### Topic Overview

After having read several examples of each type of poem, students will be required to complete a project in which they compose a poem of each type. While creating these poems students will be required to use various poetic elements that have been covered in class. The project will be using the website [www.glogster.com](http://www.glogster.com) as the medium for publication; unless students would rather demonstrate their learning in another approved format.

### Learning Targets

Do: Write over shortened and extended time frames

Know: Recognize tasks, audiences, and purposes

Think: Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience

Do: Produce clear and coherent writing, using fully-developed ideas, organization, and style, appropriate to task, purpose, and audience

Think: Analyze the reason for writing to determine task, purpose, and audience

Think: Determine suitable idea development strategies, organization, and style

Do: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Know: Recognize how and when to plan, revise, edit, rewrite, or try a new approach

Know: Recognize significant information for the needs of audience and purpose

Think: Determine the focus through the consideration of purpose and audience

Think: Develop and strengthen writing through conventions of writing

Do: Demonstrate command of technology to link appropriate sources of information

Do: Demonstrate use of technology to update individual/shared writing

Do: Use technology to display information flexibly and dynamically

Do: Use technology to interact and collaborate with others for an intended purpose

Do: Use technology, including the Internet, to produce, revise, edit, and publish writing

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## Topic: Writing Poetry\_Copy

Duration: 1 Week(s)

### Topic Overview

After having read several examples of each type of poem, students will be required to complete a project in which they compose a poem of each type. While creating these poems students will be required to use various poetic elements that have been covered in class. The project will be using the website [www.glogster.com](http://www.glogster.com) as the medium for publication; unless students would rather demonstrate their learning in another approved format.

### Learning Targets

Writing Poetry

Students will write several types of poetry specifically using poetic devices that were discussed throughout the unit.

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## Unit: Short Stories

Duration: 5 Week(s)

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## Unit Overview

Throughout the course of this unit students will read roughly 10-15 short stories. While reading these stories students will look at various plot elements that are consistent to all. With the final 6 stories of the unit students will work collaboratively to write a brief synopsis of the story including: elements of Fraytag's Pyramid, symbolism, irony, conflict and characterization. After having created this document students will create a "teaching unit" based on the story that they read. This unit will include a presentation covering the major elements of the story covered in the composition, a worksheet relating to the presentation, a minimum of 10 possible test questions and academic vocabulary related to the story which they covered.

## Materials and Resources

Students will use:

- Holt Elements of Literature Fourth Course
- BlackBoard
- Various reputable online resources for study of the story assigned

## Academic Vocabulary

Academic vocabulary will include but is not limited to:

Fraytags Pyramid  
Plot  
Symbolism  
Irony  
Characterization  
Foreshadowing  
Analyzing

## Summative Assessment

Students will collaboratively compose a synopsis of the story and complete an essay test over the stories that were taught by the other students in the class.

**Topic:** Writing (Short Stories)

**Duration:** 1 Week(s)

### Topic Overview

Students will be collaboratively writing a brief synopsis of the story that was assigned to them after having completed this synopsis, students will teach the story to the class focusing on various plot elements that we have covered as a class.

### Learning Targets

Short Story Project #1

Students will read a story and then teach said story to the rest of the class. Through this activity students will need to create an analysis of the story and its key points.

Short Story Project #2

Students will create a presentation of 5-10 minutes that details the key points of the story they will be teaching the class.

**Topic:** Reading Short Stories

**Duration:** 4 Week(s)

### Topic Overview

Throughout the course of this unit students will be reading roughly 15-20 short stories, these readings may occur in class or as homework. With each story read there will be a class discussion over: theme, symbolism, plot, characters (different types) and other important story details. There may also be small writing assignments to accompany these readings.

### Learning Targets

Reading Short Stories

Student will read a variety of short stories from various cultures, focusing on plot structure, theme, purpose and analysis.

Analyzing Short Stories

After having read the selections, students will analyze the stories for plot, theme, symbolism and author purpose. This can be accomplished through class discussion or independent work.

**Unit:** Novel: Monster

**Duration:** 5 Week(s)

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Required Course

## Unit Overview

Throughout the course of this unit students will read the novel *Monster* by Walter Dean Myers. While reading this novel students will complete various writing assignments ranging from expository to persuasive.

## Materials and Resources

*Monster*

## Academic Vocabulary

Monster

1. Pessimist (n) a person who expects the worst
2. Perpetrator (n) someone who is guilty of wrongdoing
3. Sustained (v) continuing for an extended period or without interruption.
4. Prejudices (n) preconceived opinion that is not based on reason or actual experience
5. Respective (adj) belonging or relating separately to each of two or more people or things
6. Concentric (adj) of or denoting circles, arcs, or other shapes that share the same center, the larger often completely surrounding the smaller.
7. Gullible (adj) easily persuaded to believe something; credulous
8. Implicated (v) show (someone) to be involved in a crime
9. Menacingly (adv) a person or thing that is likely to cause harm; a threat or danger
10. Pensive (adj) engaged in, involving, or reflecting deep or serious thought
11. Emphatically (adv) in a forceful way
12. Condescendingly (adv) having or showing a feeling of patronizing superiority
13. Inert-adj- lacking the ability or strength to move
14. Nonchalantly-adv- of a person or manner) feeling or appearing casually calm and relaxed; not displaying anxiety, interest, or enthusiasm.
15. Fiasco-n- a thing that is a complete failure, esp. in a ludicrous or humiliating way
16. Mesmerizing-v- hold the attention of (someone) to the exclusion of all else or so as to transfix them.
17. Chide-(v) scold or rebuke.

## Summative Assessment

Students will complete an essay test over one of the assigned topics.

**Topic:** Persuasive Writing

**Duration:** 3 Day(s)

### Topic Overview

This portion of the unit begins with an overview of the persuasive techniques (logos, pathos, ethos) and how they are used within the context of persuasive writing. We then move towards using these persuasive techniques in a writing assignment.

### Learning Targets

Persuasive Writing

Students will create their own persuasive pieces with teacher guidance. Students will then present their persuasion to the class.

**Topic:** Point of View (Narrative) Writing

**Duration:** 3 Day(s)

### Topic Overview

In this portion of the unit students will be analyzing how point of view affects the way in which we read and comprehend text. Along with this we will be creating our own points of view for various situations.

### Learning Targets

Narrative Writing

Students will create a narrative that places themselves in the shoes of the main character of the novel. Through this piece students will use information from the text to add depth to their writing.

**Topic:** Reading of the novel

**Duration:** 5 Week(s)

### Topic Overview

This unit will focus on the reading and comprehension of the novel *Monster* by Walter Dean Myers. The majority of the reading in this unit will be completed outside of class, though some reading may occur in the classroom setting.

### Learning Targets

Reading the Novel

Students will read the novel, both independently and as a group, looking specifically at cultural relevance and theme. These elements will be analyzed as the class reads.

Reading Informative Pieces

Along with reading the novel, students will read and analyze both current and past events that relate to the theme of the novel.

Analyzing the novel

Students will read the novel, both independently and as a group, looking specifically at cultural relevance and theme. These elements will be analyzed as the class reads.

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**Unit:** Poetry

**Duration:** 3 Week(s)

## Unit Overview

Throughout the course of this unit students will be exposed to several different types of poetry including: tanka, free verse, elegy, lyrical and sonnets. Along with reading these types of poems students will also be analyzing these poems for meaning and use of poetic elements. We will also make the poems relevant to students by tying in more contemporary poets and analyzing appropriate songs. The unit will culminate in a project in which student must show their understanding of not only the types of poems but also the types of poetic elements covered by creating their own poems.

## Materials and Resources

Holt Elements of Literature 4th Course

## Academic Vocabulary

Lyric poems  
Tanka  
Free Verse  
Sonnets  
Elegy  
Simile  
Metaphor  
Personification  
Rhythm  
Rhyme  
Onomatopoeia  
Hyperbole

## Summative Assessment

Poetry Unit Project-creating poems following the format of specified poems; also using several poetic devices throughout the poems created.

**Topic:** Reading/Speaking and Listening

**Duration:** 2 Week(s)

## Topic Overview

We will be reading several poems throughout this unit ranging in length and depth. We will read poems from the following categories: Free Verse, Lyrical, Elegies, Tanka and Sonnets. Each of these poems will be analyzed as a class for meaning and style.

## Learning Targets

Reading Poetry

Students will read poems from various poets, looking at not only mean(s), but also at form and conventions.

Analyzing poetry

Students will read poems from various poets, looking at not only mean(s), but also at form and conventions. Analysis can and will be done through individual, group and entire class work.

**Topic:** Writing Poetry

**Duration:** 1 Week(s)

## Topic Overview

After having read several examples of each type of poem, students will be required to complete a project in which they compose a poem of each type. While creating these poems students will be required to use various poetic elements that have been covered in class. The project will be using the website [www.glogster.com](http://www.glogster.com) as the medium for publication; unless students would rather demonstrate their learning in another approved format.

## Learning Targets

Writing Poetry

Students will write several types of poetry specifically using poetic devices that were discussed throughout the unit.

**Unit:** Novel: House on Mango Street

**Duration:** 5 Week(s)

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## Unit Overview

Students will be reading *House on Mango Street* by Sandra Cisneros. Throughout the course of the novel students will analyze the vignette form of writing as well as the deeper meaning behind several vignettes. While reading the novel students will be required to write several vignettes of their own over similar topics as posed in the novel. The unit will culminate in a brief essay based test.

## Materials and Resources

*House on Mango Street* by Sandra Cisneros

## Academic Vocabulary

Vignettes  
Narrative  
Multi-Cultural

## Summative Assessment

Essay based test or teacher created test

**Topic:** House on Mango Street (Reading)

**Duration:** 4 Week(s)

## Topic Overview

Over the course of the unit students will read *House on Mango Street* and analyze not only the form of the writing but also the deeper meaning behind several of the included vignettes. Students will engage in class discussion over each of the vignettes and discuss differing interpretations of the text.

## Learning Targets

Reading the Novel

Students will read the novel specifically looking at the cultural differences throughout the piece.

Reading informational pieces

Students will read informational pieces that the instructor gathers, these pieces will deal with ideas and concepts relevant to the novel. Students will then discuss both in groups and as a class.

**Topic:** Vignette Writing

**Duration:** 1 Week(s)

## Topic Overview

While reading the novel, *House on Mango Street* students will be writing their own vignettes which are similar in topic to that of vignettes from the novel. As a class we will review the requirements of a vignette and review examples from years past.

## Learning Targets

Vignette Writing

Students will write vignettes similar to those in the novel in both form, conventions, and topic. These may or may not be shared with classmates.

**Unit:** Research Paper

**Duration:** 6 Week(s)

## Unit Overview

Throughout the course of this unit students will be completing an informational research paper over a topic of their choice (subject to teacher approval). While completing this unit, students will be researching, drafting, peer editing, citing and revising their paper and topic.

## Materials and Resources

MLA Handbook  
Examples from years past

## Academic Vocabulary

MLA Formatting  
In-text citations  
Works Cited  
Direct Quote  
Paraphrasing  
Block Quotation

## Summative Assessment

Final copy of the research paper

**Topic:** MLA Formatting

**Duration:** 2 Week(s)

## Topic Overview

Students will review MLA formatting procedures as covered from Freshman year. New rules will be covered that were not necessarily touched on in previous years.

## Learning Targets

MLA formatting

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Students will produce correct MLA formatting through practice exercises as well as their final research paper.

## Topic: Research Writing Process

Duration: 4 Week(s)

### Topic Overview

Throughout this unit students will go through the writing process starting with the brainstorming page, and working all the way through the publishing stage. Attached to this unit you will find the project guidelines and the timeline for the project.

### Learning Targets

Writing the Research Paper

Students will produce an informative research paper over a topic of their choice (with teacher's approval).

Presentation of Research

Students will present a portion of what they have been researching during the unit. For this they will utilize multimedia resources.

## Unit: Myths and Legends

Duration: 3 Week(s)

### Unit Overview

Throughout the course of this unit, students will cover various myths and legends from various cultures. Within this unit students will learn the differences between a myth and a legend, as well as the cultural significance either of these has/had on the cultures from which they originated. Students will also understand and analyze elements of epics, myths, legends, folktales, Arthurian legends, and Romantic literature. Understand and analyze heroic characters, internal conflict, archetypes, plot, setting, characterization, irony, tone, and imagery.

### Materials and Resources

Holt *Elements of Literature 4th Course*

- The Golden Apples
- Momotaro: Boy-of-the-Peach
- The Sword and the Stone
- The Tale of Sir Lancelot du Lake
- Sundiata
- Quetzalcoatl
- Robin Hood

### Academic Vocabulary

- romantic literature
- folk tale
- hero
- quest
- legend
- myth
- chivalry
- archetype

### Summative Assessment

- Unit test on Myths and Legends that were read
- Write your own myth/legend

## Topic: Reading myths and legends

Duration: 2 Week(s)

### Topic Overview

Students will read the following myths/legends/epics/romantic literature:

- Theseus
- Momotaro
- Sigurd the Dragon Slayer
- The Sword in the Stone
- Sir Lancelot
- Sundiata
- Quetzalcoatl
- Robin Hood

Students will be reading these selections to analyze the following:

- Heroic Characters
- External conflicts
- Internal conflicts
- Archetypes

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## Learning Targets

### Reading Myths and Legends

Students will read myths and legends from various cultures, looking at similarities across cultures as well as the purpose behind the pieces.

### Analyzing Myths and Legends

Students will read myths and legends from various cultures, looking at similarities across cultures as well as the purpose behind the pieces.

**Topic:** Writing (Myths and Legends)

**Duration:** 1 Week(s)

## Topic Overview

Students will write both formally and informally throughout this portion of the unit. To begin, students will choose a cultural and research one myth or legend that originated from the culture that they chose. Students will also write their own version of a myth or legend.

## Learning Targets

### Writing Myths and Legends (Narratives)

Students will write a myth or a legend (their choice) from one of the cultures that we have read and discussed as a class. Students will present this to the rest of the class.

### Writing Myths and Legends (Research)

Students will research a specific myth or legend not covered in class and complete a paper over this topic.

**Unit:** Drama: Julius Caesar

**Duration:** 4 Week(s)

## Unit Overview

Students will: Understand and analyze elements of drama, including dramatic structure, dialogue and stage directions; understand and analyze characteristics of comedy, farce and myth; understand characteristics of tragedy including complication, irony, turning point, suspense and climax; understand soliloquy, monologue and asides. While reading students will: Make predictions, inferences, visualize and paraphrase.

## Materials and Resources

Holt *Elements of Literature 4th Course*

History channel: *Ancients Behaving Badly: Julius Caesar*

## Academic Vocabulary

Characteristics of tragedy:

- Complication
- Irony
- Turning Point
- Suspense
- Climax

Elements of Drama

-Soliloquy  
-Monologue  
-Asides

## Summative Assessment

Test over stories read

Write a one act play

**Topic:** Reading (Drama)

**Duration:** 3 Week(s)

## Topic Overview

Students will read two plays, one comedy and one tragedy. Throughout the course of these two texts, students will learn the key aspects of each type of writing. These plays will be analyzed for: persuasion, plot, characterization, theme, symbolism, setting and mood.

## Learning Targets

### Reading Shakespeare

Students will read the play *Julius Caesar* looking specifically at style, format, and similarities in contemporary readings/writings.

### Analyzing Shakespeare

Students will read the play *Julius Caesar* looking specifically at style, format, and similarities in contemporary readings/writings.

### Understanding Shakespearean Language

Students will participate in daily activities that teach the difference between modern and Shakespearean language.

**Topic:** Drama (writing)

**Duration:** 1 Week(s)

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## Topic Overview

Students write a one act play using the elements of drama that were covered earlier in the course.

## Learning Targets

Writing a One Act Play

Students will write a one act play following the rules and format of drama that we have discussed as a class. Students will share these within in their tables, and the play that is liked the best will be preformed by each group.

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## Unit: Persuasion

Duration: 3 Week(s)

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### Unit Overview

Students will: understand the characteristics of persuasion; understand evidence, persuasive techniques, logical and emotional appeals, tone and point of view. Students will also analyze the authors tone and credibility based on the criteria mentioned above. Finally the student will recognize: generalizations, logical/descriptive/faulty modes of persuasion and logical fallacies.

Students will then use the knowledge they have gained to write one or more persuasive pieces to argue a specific point. They will be prepared to argue the point orally as well.

### Materials and Resources

Holt *Elements of Literature 4th Course*

### Academic Vocabulary

- intent
- evidence
- credibility
- connotations
- faulty reasoning
- anecdotes
- logos
- pathos
- ethos
- bandwagoning
- rhetoric
- logical fallacy

### Summative Assessment

Persuasive essays/compositions

**Topic:** Reading persuasive literature

**Duration:** 1 Week(s)

### Topic Overview

Students will read several persuasive pieces. While doing so, students will: summarize as a strategy for comprehension, as questions, draw conclusions, and evaluate the author's argument.

Selections:

- *There Comes a Time When People Get Tired*
- *Eulogy for MLK Jr.*
- *Silent Spring*
- *Kiss and Tell*
- *Cesar's Way*
- *Pack of Lies*
- *Target Real Violence, Not Video Games*
- *Harmless Fun?*

### Learning Targets

Reading Persuasive Texts

Students will read and watch a variety of persuasive pieces.

Analyzing Persuasive texts

Students will analyze a variety of persuasive texts for meaning, context and effectiveness.

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**Topic:** Persuasion

**Duration:** 2 Week(s)

### Topic Overview

After having read numerous persuasive pieces students will be responsible for demonstrating the three main persuasive modes (logos, pathos, ethos).

### Learning Targets

# English II

English Language Arts

Grade(s) 10th, Duration 1 Year, 1 Credit  
Required Course

## Practical exercise in persuasion

This will be accomplished through the completion of a short persuasive project. Students will create a product (or use one in existence) then complete an ad campaign to convince consumers to buy their product. Students will also present this to the class and attempt to persuade them to purchase the product.

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