

Mr. Kozar - Spring 2014

Sophomore English Curriculum Map Unit 1

Unit: 17th Century Literature, Shakespeare, Julius Caesar

Time Frame: 6 weeks, September – October

Standards:

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 a 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.

Determine the meaning of words and phrases as they are used in the text.

Evidence of Understanding:

Understand the period's impact as well as its exploration of human behavior.

Formative Assessment:

Quizzes, Group Discussion, Tests, Presentation of Quotes

Summative Assessment:

Analytical essay questions referencing key plot points

Instructional Strategies:

Read text, watch filmed stage production, discussion

Sophomore English Curriculum Map Unit 2

Unit: Argumentative Writing

Time Frame: 2 weeks, October

Standards:

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

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Evidence of Understanding:

Understand the basic requirements of argumentative writing.

Formative Assessment:

rough drafts, student self-evaluation, comparison with effective models

Summative Assessment:

students will produce an argumentative essay which will be evaluated using a standards-based rubric

Instructional Strategies:

discussion about proper way to write an argumentative essay, provide

information about what needs to be included to be effective, view samples, read samples and discuss rough drafts

Sophomore English Curriculum Map Unit 3

Unit: Non-fiction reading, novel

Time Frame: 7 weeks, November-December

Standards:

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.

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.

Evidence of Understanding:

Understand the difference in styles for non-fiction writing

Formative Assessment:

entrance ticket questions, entrance essay questions, discussion, quizzes, exit slips

Summative Assessment:

written analysis citing examples

Instructional Strategies:

read text, discussion about writing styles

Sophomore English Curriculum Map Unit 4

Unit: OGT Reading Practice

Time Frame: 2 weeks, January

Standards:

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

Evidence of Understanding:

Using practice test questions, the students will be exposed to types of reading samples used on the state test.

Formative Assessment:

reading strategies discussed

Summative Assessment:

completion of practice items

Instructional Strategies:

use the OGT reading workbook and online resources through TCESC,

use Upfront Magazine on a monthly basis to improve skills with

informational text

Sophomore English Curriculum Map Unit 5

Unit: OGT Writing Practice (Informative/Explanatory)

Time Frame: 2 weeks, January-February

Standards:

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.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connection and distinctions; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or

the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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Evidence of Understanding:

Understand the basics of informative/explanatory writing.

Formative Assessment:

Entrance and Exit slips about components of informative/explanatory writing. Discussion about writing strategies.

Summative Assessment:

Student writing evaluated, students do self-evaluations using a standards-based rubric

Instructional Strategies:

Use a variety of writing prompts, show effective examples, discuss effective writing components.

Sophomore English Curriculum Map Unit 6

Unit: The Short Story

Time Frame: 2 weeks, February/March

Standards:

- 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 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.
- 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.
- 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 (e.g., how the language of a court opinion differs from that of a newspaper).

-Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

-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.

Evidence of Understanding:

Understand the elements of storytelling and learn “what do we look for when we read?”

Formative Assessment:

Entrance and Exit slips about an idea from the story (used to spark interest), quizzes about story content, tests

Summative Assessment:

Essay questions based on readings, group discussion about plot developments,

Instructional Strategies:

Read several short stories from the literature textbook which focus on the different aspects of the short story i.e. plot, character, setting. Discussion. Questions analyzing story, quizzes, tests.

Sophomore English Curriculum Map Unit 7

Unit: Drama

Time Frame: 3 weeks March/April

Standards:

- 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 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.
- 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.
- 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 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.

Evidence of Understanding:

Understand the elements of drama. Examine themes about life included in the text.

Formative Assessment:

Students will read/interpret character parts from text. Quizzes, tests, exit slips

Summative Assessment:

Group discussion. Analytical writing about themes within script.

Instructional Strategies:

Read the classic American drama *A Streetcar Named Desire*. Students will read parts and act out certain sections of the play. Students will watch the 1951 academy award winning film and investigate similarities/differences between script and film.

Sophomore English Curriculum Map Unit 8

Unit: The Novel *Ethan Frome*

Time Frame: 3 weeks April/May

Standards:

- 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 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.
- 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.
- 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 (e.g., how the language of a court opinion differs from that of a newspaper).
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 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.

Evidence of Understanding:

Understand the themes about life presented by the author.

Formative Assessment:

Entrance tickets to focus students on specific ideas with text, quizzes

Summative Assessment:

Group discussion. Analytical writing about themes within text.

Instructional Strategies:

Students will read the classic American novel *Ethan Frome*. The class will discuss each chapter and students will answer questions based on the reading.