ourse Title: English 2	Semester: 2	Academic Year:
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Essential Questions for th	iis Quarter.				
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
Hamlet Unit (First 6-8 weeks of third quarter)	LA 10.1.3.a	Use knowledge of context clues and word analysis to read and determine meaning of difficult Shakespearean language while reading through the play.  Students will read their assigned parts with their best interpretive skills while speaking as the characters would have to maintain audience interest.	Word analysis  Fluency	Students will finish this unit by selecting a critical thinking project from a list of options. Each project will include reading analysis, writing, interpretation, and using evidence to back up claims.	Resources
	LA 10.1.6.a LA 10.1.6.b LA 10.1.6.i LA 10.1.6.j LA 10.1.6.m LA 10.1.6.n LA 10.1.6.p	While reading Hamlet students will analyze themes and ideas relating to heroism and madness. They will focus on analyzing characterization and plot structure. Students will make predictions based on evidence they find in the play. Students will also search for evidence to determine whether the ghost is real. Read scenes, perform scenes in groups, watch the movie version of key scenes and compare all of the different	Reading and Comprehension  Evaluating, analyzing, summarizing, interpreting, justifying inferences, demonstrating understanding		

Course Title: English 2	Semester: 2	Academic Year:
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Essential Questions for this Quarte	uarter:
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Essential Questions for this Qu					
Unit/Time Frame S	Standards	Content	Skills	Assessment	Resources
	A 10.2.1.j A 10.2.2.a A 10.2.2.b A 10.2.2.d A 10.2.2.e	interpretations. Closely analyze soliloquies and key speeches to determine character's motives and understand the story from character's perspectives. Examine each type of conflict in the play and determine how this affects character's interactions with one another. Make personal connections by standing in the character's shoes and deciding how you would have acted differently.  Picture a scene that is not described in the play by writing your own version of the pirate attack scene. Write journal entries from Gertrude's point of view to understand her state of mind. Write a soliloquy like Hamlet's that is relevant to your own life.  Perform key scenes of the play through interpretation of the scene. Include props or scenery as you visualize while reading.	Writing process and Writing modes  Format and publish a legible document, communicate information, provide evidence, use precise word choice and analyze mentor texts  Speaking and Listening  Adjust speaking techniques, utilize attentive listening and follow multistep directions.		

Course Title: English 2	Semester: 2	Academic Year:
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Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
		Think about where characters should stand and how they would speak to each other. Plan the scene carefully and follow your groups directions.			
Persuasion Unit (Last part of third quarter/ first half of fourth quarter)	LA 10.1.6.a LA 10.1.6.k LA 10.1.6.n LA 10.3.1.a LA 10.3.1.b	Examine a fairy-tale and find evidence that proves the villain is innocent of the crime. Choose a fairy-tale and build a case for the villain then present to the class to persuade them of the villain's innocence.	Comprehension, speaking and listening		
	LA 10.1.6.a LA 10.2.2.e LA 10.3.1.a LA 10.3.2.b LA 10.3.2.c LA 10.3.3.d LA 10.4.1.c	Discuss the use of ethos, logos, and pathos in advertising. Focus on the persuasive technique's of advertisers and how they convince people to buy their products. Analyze pictures, fonts and symbols on print ads. Practice each o these appeals by designing print ads and filmed ads then presenting.	Comprehension, speaking and listening, and multiple literacies		
	LA 10.2.1.c LA 10.2.1.i LA 10.2.2.b LA 10.3.1.a	Conduct research to prepare to defend the side of the research topic you were give. Evaluate	Writing, researching, speaking, listening, multiple Literacies		

Course Title: English 2 Semester: 2 Academic Year:
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Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
Unit/Time Frame	LA 10.3.1.e LA 10.3.1.f LA 10.3.2.a LA 10.3.3.a LA 10.3.3.b LA 10.3.3.c LA 10.3.3.e LA 10.4.1.a LA 10.4.1.b  LA 10.2.1.a LA 10.2.1.c LA 10.2.1.c LA 10.2.1.d LA 10.2.1.d LA 10.2.1.d LA 10.2.1.d LA 10.2.1.d LA 10.2.1.d LA 10.2.2.d LA 10.2.2.a LA 10.2.2.a LA 10.2.2.c LA 10.2.2.d	sources for credibility and cite sources before use. Debate against the other side using the debate etiquette discussed. Persuade the others in the room that your side has the strongest argument.  In preparation to write a persuasive research paper review the parts of a research paper by identifying them in sample papers. Practice finding valid research, taking notes, and citing that information then integrating it into a paper. Write a persuasive research paper that proposes a solution to one of the unsolved mysteries on the list. Utilize	Skills  Writing, researching, citing, multiple literacies	Assessment	Resources
	LA 10.2.1.h LA 10.2.1.i LA 10.2.1.j LA 10.2.2.a LA 10.2.2.b LA 10.2.2.c	notes, and citing that information then integrating it into a paper. Write a persuasive research paper that proposes a solution to one of the unsolved			

Course Title: English 2 Semester: 2 Academic Year:

Essential Questions for th	iis Quarter.				
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
Short Stories Unit (1 Week)	LA 10.1.6.a LA 10.1.6.b LA 10.1.6.c LA 10.1.6.g LA 10.1.6.i LA 10.1.6.n LA 10.1.6.n	Read There Will Come Soft Rains, The Golden Kite and The Silver Wind, and Harrison Bergeron. Analyze each story focusing on futuristic elements, what we know about the author and literary devices used to answer critical thinking questions and interpret the story.	Comprehension, analyzing, evaluating		
Create Your Own Society Unit (Last 3-4 weeks of 4 <sup>th</sup> quarter)	LA 10.2.1.a LA 10.2.1.b LA 10.2.1.d LA 10.2.1.h LA 10.2.1.j LA 10.2.2.a LA 10.3.1.a LA 10.3.1.b LA 10.3.1.c LA 10.3.1.f LA 10.3.2.a LA 10.3.2.a LA 10.3.2.a LA 10.3.3.d LA 10.4.1.a	Students will design a futuristic society of their choice. This includes a poster depicting what their community looks like, a written portion explaining important aspects such as government and transportation, persuasion to convince people to live there, and a presentation to the class. Be prepared to answer questions that any listeners might have.	Writing skills and strategies, writing modes and purposes, speaking and listening skills, reciprocal communication skills		

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Course Title: English 2			Semester: 2	Academic Year:	
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Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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Course Title:			Quarter:	Academic Year:		
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Unit/Time Frame	Standards	Content		Skills	Assessment	Resources

Course Title:			Quarter:	Academic Year:	
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Unit/Time Frame	Standards	Content	Skills	Assessment	Resources