

## English II Curriculum 2009-2010

### 10.1.1 (1<sup>st</sup> 9 Weeks – 1<sup>st</sup> 4 1/2 weeks)

Thematic Collection: <b>On the Edge</b> Essential Questions: How do we learn to deal with life's challenges? How do we learn to overcome our fears?				
	<b>Hobbs Standards</b>	<b>NM Standards &amp; Benchmarks</b>	<b>Resources</b> Textbook and Supplemental Materials, and digital curriculum. Additional resources may be found at hobbsschools.net	<b>Suggested Activities</b>
<b>A</b> _____ _____ _____ _____ _____ _____	<b>Students will be able to:</b> <b>Reading/Literature</b> 1. analyze plot, time, sequence, flashback, foreshadowing, setting and mood. 2. identify causes and effects 3. synthesize information from several sources on a single topic 4. make predictions 5. analyze the writer's purpose 6. analyze the importance of setting to the mood, tone, and meaning of the text	IX-C.2  III-B.2 VII-C.1  I-D.1, I-D.2 III-B.1 IX-C.2	<u>Elements of Literature</u> , 4 <sup>th</sup> Course. Austin: Holt, Rinehart and Winston, 2007.  1. "The Colomber" Dino Buzzati pg. 5-12  2. "Contents of the Dead Man's Pocket" Jack Finney pgs. 14-26	Introduction to Theme – <b>On the Edge</b> Show PowerNotes –PowerPoint Collection 1 Video 60 Seconds  Literary Focus – Plot 1. Read pp. 2-3 while students take notes. Then discuss as whole class. 2. Students will plot the diagram for a fairy tale or a TV drama, p. 3. Use plot diagram from go.hrw.com keyword LE7 10-1  "The Colomber" 1. Class Starter: Quickwrite, p. 4 2. Read "The Colomber" in large group 3. Summarize the main events of "The Colomber" and compare with students in assigned group, Reading Check p. 13 4. Group discussion using Thinking Critically, p 13 5. Chart: Exploring the Theme, p. 13- Model for this story  "Contents of the Dead Man's Pocket" 1. Class Starter: Vocab

			<p>3. Informational Text</p> <p>“Double Daddy” Penny Parker pp. 32-33</p> <p>“Diary of a Mad Blender-A Week of Managing Every Spare Minute” Sue Shellenbarger</p> <p>“The Child’s View of Working Parents” Cora Daniels pp. 36-37</p> <p>4. “The Leap” Louise Erdrich pp. 42-48</p> <p>Literary Focus – Flashback, foreshadowing</p> <p>Reading Skills – Making predictions</p> <p>“The Day the Clowns Cried”</p> <p>“Send in the Clowns”</p> <p>Poster – Ringling Brothers and Barnum and Bailey Circus 1928</p>	<p>2. Skills Starter – Timed read of “Contents . . . .” p. 15</p> <p>3. Cause and Effect Graphic Organizer</p> <p>4. Distribute copies of NY Times article of Jack Finney’s death. Write a newspaper article of Tom Beneke’s accomplishments if he had died on the ledge.</p> <p>5. Quiz over “Contents of the Dead man’s Pocket”</p> <p>Informational Text</p> <p>1. Selection Starter, p 31. Divide classroom – one side agree, the other disagree – and as teacher reads statements, students will move from one side of the classroom to the other. Invite class discussion and tell students they will read about these issues.</p> <p>2. PowerNotes PowerPoint Collection 1</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Synthesizing</li> <li>• Steps for Synthesizing</li> </ul> <p>3. Analyze informational text by completing Test Practice pp. 38-39</p> <p>“The Leap”</p> <p>1. Class Starter: Vocabulary</p> <p>2. Preview Vocabulary p. 42</p> <p>3. Literary Skills: Discuss flashbacks and foreshadowing in movies that signal the beginning or end of the flashback/ foreshadowing, p. 42</p> <p>4. Brainteaser – “The music stopped; the girl died” activity.</p> <p>5. Music Connection</p> <p>6. Connect theme with song and poster</p> <p>7. Write a poem about some aspect of circus performing portrayed in the poster. Use the rubric created from the criteria on One-Stop “The Leap,” Fine Art transparency, p. 7</p>
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<p><b>B</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Writing/Listening/Speaking</b> <b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. practice writing through the use of various selection Quickwrites</li> <li>2. develop, write, and revise an autobiographical narrative</li> <li>3. adapt the written narrative into an oral presentation</li> <li>4. utilize effective speaking skills to present an autobiographical narrative</li> <li>5. use a variety of strategies valid content</li> <li>6. anticipate an audience’s questions and expectations and desire for additional information</li> </ol>	<p>IV-C.1-3</p> <p>IV-A.1</p> <p>III-B.1-6</p> <p>III-B.1-6</p> <p>VI-F.3</p> <p>VI-F.4</p>	<p>Elements of Literature, 4<sup>th</sup> Course. Austin: Holt, Rinehart and Winston, 2007</p> <p><b>Writing:</b> An Autobiographical Narrative pp. 66-73</p> <p>Analytical Scale and Rubric – One-Stop Planner Collection 1, Writing Workshop: Writing an Autobiographical Narrative, Assessment, Holt Assessment: Writing, Listening, &amp; Speaking, Writing: Autobiographical Narrative (Analytical Scale and Rubric)</p> <p><b>Speaking:</b> Presenting a Narrative</p> <p>Presentation of Narrative delivered extemporaneously rather than from memory</p> <p>Analytical Scale and Rubric – One-Stop Planner Collection 1, Listening and Speaking Workshop: Presenting a Narrative, Assessment, Holt Assessment: Writing, Listening, &amp; Speaking, Speaking: Presenting a Narrative (Analytical Scale)</p> <p>*Writing Workshop will be carried into the next 4 ½ Weeks.</p>	<ol style="list-style-type: none"> <li>1. Quickwrites for Class Starters</li> <li>2. Complete written assignments for various selections</li> <li>3. Write a newspaper article of Tom Beneke’s accomplishments if he had died on the ledge.</li> <li>4. Synthesize the Informational Texts by writing a one page article or editorial about work and family.</li> <li>5. Write a poem about some aspect of circus performing portrayed in the poster.</li> <li>6. Write a description of a setting that creates a specific mood.</li> <li>7. Writing Workshop pp. 66-73 (PowerNotes Power Point and graphic organizers on One-Stop Planner) <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Writing</li> <li>• Evaluating and revising</li> <li>• Proofreading and publishing</li> <li>• Reflecting</li> </ul> </li> <li>8. Presenting a Narrative pp. 74-75 <ul style="list-style-type: none"> <li>• Adapt written narrative</li> <li>• Deliver narrative</li> </ul> </li> </ol>

<b>C</b>       	<b>Vocabulary</b> <b>Students will be able to</b> <ol style="list-style-type: none"> <li>1. analyze and use prefixes to determine word definitions</li> <li>2. complete word analogies</li> <li>3. understand the etymology of the word</li> <li>4. Create a vocabulary resource file</li> <li>5. Consider the emotional (connotative) and literal (denotative) meanings of words</li> <li>6. interpret multiple-meaning words</li> <li>7. analyze and use academic vocabulary in literary analysis</li> </ol>	       	<u>Elements of Literature</u> , 4 <sup>th</sup> Course. Austin: Holt, Rinehart and Winston, 2007  One-Stop Planner: Vocabulary Development (selected stories) <ul style="list-style-type: none"> <li>• “Contents of the Dead Man’s Pocket”</li> <li>• Informational Texts</li> <li>• “The Leap”/“The Day the Clowns Cried”</li> <li>• “The Pedestrian”</li> </ul> PowerNotes: Collection 1 <ul style="list-style-type: none"> <li>• “Contents of the Dead Man’s Pocket”</li> <li>• Informational Texts</li> <li>• “The Pedestrian”</li> </ul> “A Handbook of Literary Terms,” <u>Elements of Literature</u> , 4 <sup>th</sup> Course. Austin: Holt, Rinehart and Winston, 2007. pp. 1107-1119.	<ol style="list-style-type: none"> <li>1. Word Analysis: Prefixes, p. 30</li> <li>2. Etymology: Words Tell Their Stories, p. 52</li> <li>3. Discuss: The Power of Connotations, p. 64</li> <li>4. Vocabulary Resource File in binder <ul style="list-style-type: none"> <li>• Class Starters: Copy word, part of speech, and definition</li> <li>• Complete vocabulary activity sentences as a whole group</li> <li>• Complete Vocabulary Development Worksheets</li> </ul> </li> <li>5. Academic Vocabulary is included in the reading and literature activities in each Collection.</li> </ol>
<b>D</b>   	<b>Grammar and Language</b> <b>Students will be able to</b> <ol style="list-style-type: none"> <li>1. understand the difference between a phrase and a clause</li> <li>2. identify and understand the use of prepositional, participial, and appositive phrases for sentence variety</li> </ol>	    	“Language Handbook,” <u>Elements of Literature</u> , 4 <sup>th</sup> Course. Austin: Holt, Rinehart and Winston, 2007. pp. 1137-1180.  One-Stop Planner, Collection 1, p. 2 Language Handbook Activities  Killgallon, Don, <u>Sentence Composing</u>	<ol style="list-style-type: none"> <li>1. <a href="#">Grammar Link: Using Personal Pronouns— In the Right Places, p53</a> <ul style="list-style-type: none"> <li>• <a href="#">Create Personal Pronouns Chart using pp. 1145-1146</a></li> <li>• <a href="#">Language Handbook Worksheets from One-Stop Planner – Teacher Choice????</a></li> </ul> </li> <li>2. Use Language Handbook Worksheets as time permits <ul style="list-style-type: none"> <li>• Identifying Prepositional Phrases</li> <li>• Identifying Participles and Participial Phrases</li> <li>• Identifying Appositives and Appositive Phrases</li> </ul> </li> <li>3. Use Don Killgallon’s <u>Sentence Composing</u> as relevant to Language Handbook Activities</li> </ol>