

ENGLISH II - Quarter 1

Instructional Planning – English II, 2012-2013

...from Unit 1: from Fahrenheit 451, pg. 9	Fiction (EXEMPLAR)
Swimming to Antarctica, pg. 62.....	Autobiography
Antarctica: The Coldest Place On Earth, pg. 69.....	Informational Text
Occupation: Conductorette, pg. 78	Autobiography (EXEMPLAR)
San Francisco and the Gold Rushes, pg. 83.....	Informational
Marian Anderson, Famous Concert Singer, pg. 98	Biography
Writing Workshop, pg. 108	Narrative Text
Contents of the Dead Man's Pocket, pg. 118.....	Short Story
Literature in Context: Physics, pg. 129	Informational Text
The Leap, pg. 46	Short Story
Writing Workshop: Cause and Effect Essay, pg. 200.....	Explanatory Text

Week 1 (August 6-10)	
Literary Analysis Workshop: Short Story, pg 224	
	Basic Elements of the Short Story – pg. 8, Title, Setting, Symbol, Statements and Observations, Character, Conflict and Plot, ; pg. 9, Symbol, Setting, Theme
	Analyzing characters in a Short Story
	Analyzing structure of a Short Story
...from Fahrenheit 451, pg. 9, Fiction, (Close Read EXEMPLAR)	Close Read pg. 9 – Theme in Fiction; Reading the Model Independent Practice, pg. 10
	Graphic Organizer: Story Map, pg. , CLP
	Graphic Organizer: Essay Template, pg., CLP

Week 2 (August 13 – 17)

The Big Question – Is there a difference between *reality* and *truth*?

...from Unit 1: Swimming to Antarctica, pg. 62..... Autobiography
 Antarctica: The Coldest Place On Earth, pg. 69..... Informational Text

Writing About the Big Question

In the excerpt from Swimming to Antarctica, a swimmer discovers how hard she can push her body to achieve a remarkable goal. Use this sentence starter to develop your ideas about the Big Question.

Facing **uncertainty** about your ability to accomplish a difficult task is an opportunity to _____ .

While You Read Look for details that reveal the realities Cox faces during her swim.

Common Core State Standards	State Performance Indicators (SPIs)	Content
<p>9-10RI.6 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.</p>	<p>SPI 3002.3.9 Identify a statement that reveals the writer's attitude.</p> <p>SPI 3002.3.11 Determine the writer's purpose in a writing sample.</p> <p>SPI 3002.3.15 Identify the mode in which a writing sample is written.</p> <p>SPI 3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.</p> <p>SPI 3002.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).</p>	<p>I. Reading nonfiction text</p> <p>A. Point of View</p> <p>B. Critical Thinking</p> <ol style="list-style-type: none"> 1. Cite textual evidence to support your responses 2. Summarize 3. Analyze 4. Evaluate <p>C. Make Predictions</p> <p>D. Central Idea</p> <p>E. Vocabulary</p> <ol style="list-style-type: none"> 1. acquisition 2. use
<p>9-10W.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information</p>	<p>SPI 3002.3.10 Identify the targeted audience for a selected passage.</p>	

<p>and examples appropriate to the audience's knowledge of the topic.</p> <p>9-10SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>9-10L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>9-10L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>SPI 3002.7.3 Choose a visual image that best reinforces a viewpoint.</p> <p>SPI 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.</p> <p>SPI 3002.7.5 Match a focused message to an appropriate medium.</p> <p>SPI 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).</p> <p>SPI 3002.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.</p> <p>SPI 3002.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).</p>	
<p>9-10RL.2 Determine a theme or central idea of a text and analyze in detail 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.</p>	<p>SPI 3002.8.8 Identify and analyze the common theme in a series of passages.</p>	

<p>9-10RI.2 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.</p> <p>9-10L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>9-10W.2 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.</p>	<p>SPI 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.</p> <p>SPI 3002.6.1 Discern the stated or implied main idea and supporting details of information and technical passages.</p> <p>SPI 3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</p>	
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Week 3 (August 20 – 24)

The Big Question – Is there a difference between *reality* and *truth*?

...from Unit 1: Occupation: Conductorette, pg. 78 Autobiography (**EXEMPLAR**)
 San Francisco and the Gold Rushes, pg. 83..... Informational

Writing about the Big Question

People who are able to **comprehend** the truth behind problems in society must decide whether to _____ or _____.
 While You Read , look for the ways the author challenges reality to fight for the job of streetcar conductor.

Common Core State Standards	State Performance Indicators (SPIs)	Content
<p>9-10L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10W.2.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.</p> <p>9-10SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reason,</p>	<p>SPI 3002.1.16 Identify commonly used foreign words and phrases.....</p> <p>SPI 3002.3.10 Identify the targeted audience for a selected passage.</p> <p>SPI 3002.7.3 choose a visual image that best reinforces a viewpoint.</p> <p>SPI 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light,</p>	<p>I. Reading nonfiction text</p> <p>A. Point of View</p> <p>B. Critical Thinking</p> <ol style="list-style-type: none"> 1. Cite textual evidence to support your responses 2. Summarize 3. Analyze Cause and Effect 4. Draw Conclusions <p>C. Make Predictions</p> <p>D. Central Idea</p> <p>E. Vocabulary</p> <ol style="list-style-type: none"> 1. acquisition 2. use <p>II. Writing</p> <p>A. Prewriting for Autobiographical Narrative</p> <p>B. Exemplary Text</p>

<p>and evidence and to add interest.</p>	<p>camera angle) on a message. SPI 3002.7.5 Match a focused message to an appropriate medium.</p>	
<p>9-10RI.2 Determine a central ideas 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.</p> <p>9-10RI.3 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 connection that are drawn between them.</p> <p>9-10RI.5 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).</p> <p>9-10RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SPI 3002.6.4 Identify the organization structure of an information or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</p> <p>SPI 3002.5.4 Analyze cause/effect relationships in text.</p> <p>SPI 3002.5.1 Make inferences and draw conclusions based on evidence in text.</p>	

Week 4 (August 27 – 31)

The Big Question – Is there a difference between *reality* and *truth*?

...from Unit 1: Marian Anderson, Famous Concert Singer, pg. 98 Biography

Writing About the Big Question

This selection shows characters who grow as a result of the reality around them. Use this sentence starter to develop your ideas. One person's perception of truth can be challenged when _____ .

Common Core State Standards	State Performance Indicators (SPIs)	Content
<p>9-10RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>9-10W.2 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.</p> <p>9-10RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses</p>	<p>SPI 3002.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.</p> <p>SPI 3002.8.7 Differentiate between mood and tone in poetry or prose.</p> <p>SPI 3002.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).</p> <p>SPI 3002.5.1 Make inferences and draw conclusions based on evidence in text.</p> <p>SPI 3002.3.9 Identify a statement that reveals the writer's attitude.</p>	<p>I. Reading Biography</p> <p>A. Literary Analysis</p> <ol style="list-style-type: none"> 1. Style 2. Inference <p>B. Central Idea</p> <ol style="list-style-type: none"> 1. Analyze 2. Summarize <p>II. Writing</p> <ol style="list-style-type: none"> A. Cite textual evidence to support responses B. Critical thinking

rhetoric to advance that point of view or purpose	<p>SPI 3002.3.11 Determine the writer's purpose in a writing sample.</p> <p>SPI 3002.3.15 Identify the mode in which a writing sample is written.</p> <p>SPI 3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.</p> <p>SPI 3002.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).</p>	

Week 5 (September 4 – 7) - September 3, 2012 – Labor Day

The Big Question – Is there a difference between *reality* and *truth*?
 ...from Unit 1: Writing Workshop , pg. 108

<p>Write a Narrative Narration: Autobiographical Narrative</p> <p>An Autobiographical narrative is a story from the writer’s life. It can span a time as long as years or as short as a day.</p>	<p>Performance Task(s) Writing a Personal Narrative; <i>Writer’s Choice</i>, pg. 170 Additional Performance Tasks located on page 216 (PHLit)</p>
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Common Core State Standards: State Performance Indicators (SPIs) Content:

<p>9-10.W.2. 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.</p> <p>9-10W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>9-10.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10W.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a</p>	<p>SPI 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.</p> <p>SPI 3002.3.16 Identify the mode in which a writing sample is written.</p> <p>SPI 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs</p> <p>SPI 3002.1.10 Recognize the correct placement of end marks with quotation marks.</p> <p>SPI 3002.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.</p> <p>SPI 3002.3.2 Choose the most effective order of sentences in a paragraph.</p>	<p>Writing</p> <p>Writing Workshop, pg. 108 Write a Narrative Narration: Autobiographical Narrative</p> <p>Performance Task Writing a Personal Narrative; <i>Writer’s Choice</i>, pg. 170</p> <p>Student Models, pg. 170 and 172</p> <p>Select: charting, mapping, graphic organizers, Rubrics, Assessment (See additional Resources)</p> <p>Additional Performance Tasks located on page 216 (PHLit)</p>
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<p>narrator and/or characters; create a smooth progression of experiences or events.</p> <p>9-10W.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>9-10W.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>9-10W.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>9-10W.5. 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.</p>	<p>SPI 3002.3.2 Choose the most effective order of sentences in a paragraph.</p> <p>SPI 3002.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</p> <p>SPI 3002. 3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.</p> <p>SPI 3022.2.14 Select the most precise word to provide clarity appropriate to audience and purpose.</p> <p>SPI 3002.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.</p> <p>SPI 3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.</p>	

Week 6 (September 10 – 14)

The Big Question – Is there a difference between *reality* and *truth*?

...from Unit 1: Contents of the Dead Man’s Pocket, pg. 118..... Short Story
 Literature in Context: Physics, pg. 129 Informational Text

Common Core State Standards:	State Performance Indicators (SPIs)	Content:
<p>9-10SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>9-10RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9-10W.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</p> <p>9-10RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>9-10 RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>SPI 3002.5.4 Analyze cause-effect relationships in text.</p> <p>SPI 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</p> <p>SPI 3002.6.5 Synthesize information across two or more informational or technical texts.</p> <p>SPI 3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).</p> <p>SPI 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).</p>	<p>I Reading Literature</p> <p>I. Short Story</p> <p>A. Plot Elements</p> <ol style="list-style-type: none"> 1. Exposition <ol style="list-style-type: none"> a. setting b. characters c. conflict 2. Rising Action 3. Climax 4. Falling Action 5. Resolution <p>B. Literary Analysis</p> <ol style="list-style-type: none"> 1. Critical Thinking 2. Key Ideas and Details <ol style="list-style-type: none"> a. compare/contrast b. summarize c. infer <p>C. Text Structure</p> <ol style="list-style-type: none"> 1. Cause-effect <ol style="list-style-type: none"> a. Cause-effect and Conflict b. Draw conclusion 2. Compare and Contrast <p>D. Theme</p>

<p>9-10RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>9-10RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>9-10RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p>9-10RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>SPI 3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).</p> <p>SPI 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).</p> <p>SPI 3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).</p>	

Week 7 (September 17 – 21)

The Big Question – Is there a difference between *reality* and *truth*?

...from Unit 1: The Leap, pg. 46 Short Story

Writing about the Big Question

Decisions that people make can affect the **reality** of their lives by _____.

The choices people make can have **concrete** effects on _____.

While you read Think about the choices that the characters make and how their choices affect their own lives and the lives of others.

Common Core State Standards	State Performance Indicators (SPIs)	Content
<p>9-10L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>9-10W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>SPI 3002.1.16 Identify commonly used foreign words and phrases.....</p> <p>SPI 3002.1.10 Recognize the correct placement of end marks with quotation marks</p> <p>SPI 3002.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.</p> <p>SPI 3002.3.2 Choose the most effective order of sentences in a paragraph</p> <p>SPI 3002.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</p>	<p>Reading Literature</p> <p>I. Short Story</p> <p>A. Plot Elements</p> <ol style="list-style-type: none"> 1. Exposition <ol style="list-style-type: none"> a. setting b. characters c. conflict 2. Rising Action 3. Climax 4. Falling Action 5. Resolution <p>B. Literary Analysis</p> <ol style="list-style-type: none"> 1. Critical Thinking 2. Key Ideas and Details <ol style="list-style-type: none"> a. compare/contrast b. summarize c. infer <p>C. Foreshadowing</p> <p>D. Analogy</p> <p>Writing</p> <p>I. Write a brief sequel to the story you read.</p>

<p>9-10SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas</p> <p>9-10SL.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>SPI 3002.3.2 Choose the most effective order of sentences in a paragraph</p> <p>SPI 3002.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</p> <p>SPI 3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listening with civility to the ideas of others; identifying the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).</p>	<p>(Narrative Text)</p> <p>II. Prewriting for Autobiographical Narrative</p>
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Week 8 (September 24 – 28)

The Big Question – Is there a difference between *reality* and *truth*?

...from Unit 1: Writing Workshop: Cause and Effect Essay, pg. 200..... Explanatory Text

Common Core State Standards	State Performance Indicators (SPIs)	Content
<p>9-10W.2 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.</p> <p>9-10W.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>9-10W.2. 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.</p>	<p>SPI 3002.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).</p> <p>SPI 3002.3.13 Select the proper format to convey a set of work-related information.</p> <p>SPI 3002.6.2 Use the graphics of informational and technical passages to answer questions.</p> <p>SPI 3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.</p> <p>SPI 3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.</p> <p>SPI 3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.</p>	<p>Defining the Form</p> <p>Pre-writing Strategies</p> <ol style="list-style-type: none"> 1. Make a Cause-and-Effect Chart <p>Think-aloud</p> <p>Six traits focus</p> <ol style="list-style-type: none"> 1. Ideas 2. Organization <p>Use a Rubric</p>

<p>9-10W.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>9-10W.2.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.</p> <p>9-10W.2.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).</p> <p>9-10W.5 Develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SPI 302.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.</p> <p>SPI 3002.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.</p> <p>SPI 3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.</p> <p>SPI 3002.4.1 Select the research topic with the highest degree of focus.</p>	

Week 9 (October 1-5)

October 5, 2012 – Last Day of the First Nine Weeks

The Big Question – Is there a difference between *reality* and *truth*?

...from Unit 1: Performance Task(s)
Writing Task(s) due
Student Presentations

Common Core State Standards	State Performance Indicators (SPIs)	Content
<p>9-10.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others; ideas and expressing their own clearly and persuasively.</p> <p>9-10SL.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and</p>	<p>SPI 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.</p> <p>SPI 3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.</p> <p>SPI 3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listening with civility to the ideas of others; identifying the needs of the team and sharing</p>	<p>Listening and Speaking</p> <p>I. Presenting a Narrative, pg. 64-65</p>

<p>individual roles as needed.</p> <p>9-10SL.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>9-10SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>9-10SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and</p>	<p>various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).</p> <p>SPI 3002.2.2 Distinguish between a summary and a paraphrase.</p> <p>SPI 3002.2.3 Distinguish between a critique and a summary.</p> <p>SPI 3002.2.1 Identify the thesis and main points of a challenging speech.</p> <p>SPI 3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</p> <p>SPI 3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).</p> <p>SPI 3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, namecalling, plain folks, snob appeal, misuse of statistics).</p> <p>SPI 3002.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad moninem}, false dilemma, false analogy) within a given argument.</p> <p>SPI 3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.</p> <p>SPI 3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).</p>	
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<p>task.</p> <p>9-10SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SPI 3002.7.3 Choose a visual image that best reinforces a viewpoint.</p> <p>SPI 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.</p> <p>SPI 3002.7.5 Match a focused message to an appropriate medium.</p>	
		<p>Academic Vocabulary – Tier 3 Words</p> <ol style="list-style-type: none"> 1. Plot 2. Exposition <ol style="list-style-type: none"> A. Setting B. Character C. Conflict 3. Rising Action 4. Climax 5. Falling Action 6. Resolution 7. Foreshadowing 8. Flash-back 9. Flash-forward 10. Chronological Order 11. Cause and Effect 12. Suspense 13. Imagery 14. Inference 15. Paraphrase 16. Allusion 17. Summarize 18. Synthesize 19. Analogy 20. Mood 21. Tone

		22. Main Idea 23. Supporting Detail 24. Theme
		IV. Materials 1. Plot Diagram (CLP) 2. Academic Vocabulary Assessment 3. Power Writing Template (CLP)