
English II K

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District
Curriculum Guide

English II K

Prerequisite:

- Successful completion of English I.

English II K is a survey class that encompasses the analysis of both fiction and nonfiction. Genres to be studied include short stories, poetry, essays, drama, and novels. The class also integrates grammar, vocabulary, and effective verbal and written communication skills in accordance with Pennsylvania Standards. During the course of the year, students will focus on expository and persuasive writing techniques while implementing appropriate MLA conventions.

**Scranton School District
Curriculum Guide**

Year-at-a-glance

Subject: English II K	Grade Level: 10th	Date Completed: 06/09/16
------------------------------	--------------------------	---------------------------------

1st Quarter

Topic	Resources	Standards
The Writing Process	Grammar text; supplemental and teacher prepared materials	CC1.4
Persuasive Essay Exemplar: I Have a Dream (1963)	Grammar text; supplemental and teacher prepared materials Exemplar: I Have a Dream (1963)	CC1.4 C.C.1.2
Short Stories "Harrison Bergeron"; "By the Waters of Babylon"; "Searching for Summer"	Literature text; supplemental and teacher prepared materials	CC1.3
Begin Research Project	MLA format supplemental and teacher prepared materials	CC1.4

**Scranton School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
MLA Format	MLA format supplemental and teacher prepared materials	CC.1.4
Introduction to Research	Research supplemental and teacher prepared materials	CC.1.4
Short Story: “The Pit and the Pendulum”	Literature text; supplemental and teacher prepared materials	CC.1.3
Romance Unit	Literature text; supplemental and teacher prepared materials	CC.1.2 CC.1.3 CC.1.4
Short Story: “Sound of Thunder”	Literature text; supplemental and teacher prepared materials	CC.1.3
Nonfiction Excerpt: Exemplar: “Getting a Job” by Maya Angelou Memoir Montgomery boycott: Coretta Scott King American Civil Rights Movement 1954-1965 project	Literature text; supplemental and teacher prepared materials	CC.1.2
Persuasive Rhetorical Techniques: A Eulogy to Dr. Martin Luther King, Jr; excerpt from Montgomery Boycott speech exemplars: “I Have a Dream” ; “ Letter from Birmingham Jail” ; and “Gettysburg Address” by Abraham Lincoln	Literature text; supplemental and teacher prepared materials	CC.1.2

**Scranton School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
Introduction to Shakespeare Exemplar: excerpts from “The Tragedy of Macbeth”	Literature text; supplemental and teacher prepared materials	CC.1.2 CC.1.3
Selections of Poetry Exemplars: “Sonnet 73” by Shakespeare; and “We Grow Accustomed to the Dark” by Emily Dickinson	Literature text; supplemental and teacher prepared materials	CC.1.3
Preparation for Keystone Exams	Approved text: Keystone Finish Line for Literature; supplemental and teacher prepared materials	CC.1.2 CC.1.3 CC.1.4

**Scranton School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
Novel <u>Night</u> Exemplar: excerpt from Night “Hope, Despair, and Memory”	Supplemental text : <u>Night</u> ; supplemental materials; teacher prepared materials	CC.1.2 CC.1.4
“From Farewell to Manzanar”	Text; supplemental materials; teacher prepared materials	CC.1.2 CC.1.4
Grammar: Subject-Verb-Pronoun Agreement	Grammar text; supplemental materials; teacher prepared materials	CC.1.4
If time, novel <u>Of Mice and Men</u>	Supplemental text: <u>Of Mice and Men</u> ; supplemental materials; teacher prepared materials	CC.1.3 CC.1.4
Review for Final Exams	Text; Supplemental materials; teacher prepared materials	CC.1.2 CC.1.3 CC.1.4

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 1 The Writing Process	CC.1.4.9-10.A CC.1.4.9-10 B CC.1.4.9-10 F CC.1.4.9-10K CC.1.4.9-10 L CC.1.4.9-10 R CC.1.4.9-10 T CC.1.4.9-10 X	<ul style="list-style-type: none"> • Prewriting • Brainstorming • Free writing • Clustering • 5 Ws and How Questions • Purpose • Audience • Revising • Editing • Proofreading • Publishing • Unity • Coherence • Simple sentence • Compound sentence • Complex sentence 	Grammar text Supplemental texts Thesaurus SOAPS Analysis (see attached) Technology to produce writing Teacher modeling Small group Peer-editing Colored pens/pencils for editing Persuasive Writing packet	The Writing Process Summative test Grammar/Sentence Structure Summative test Assigned Homework/Daily Work	14 days

**Scranton School District
Curriculum Guide**

Persuasive Essay	CC.1.4.9-10.A CC.1.4.9-10.B CC.1.4.9-10.C CC.1.4.9-10.D CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.G CC.1.4.9-10.H CC.1.4.9-10.I CC.1.4.9-10.J CC.1.4.9-10.K CC.1.4.9-10.L CC.1.4.9-10.T CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W CC.1.4.9-10.X	<ul style="list-style-type: none"> • Attention-grabber • Opinion statement • Reasons/evidence/supporting details • Order of importance • transition • Call to action • Counterpoint • Controlling idea • Thesis statement • Claim • Validity • Fact vs. opinion • Conclusion 	Approved Grammar textbook Supplemental/teacher-made materials Nonfiction sample modeling fact vs. opinion From “To Make a Nation” School ProQuest Data Base Persuasive essay process packet Standard-based rubric	Persuasive Summative essay (2-3 pages MLA citations) Keystone Persuasive Rubric Suggested topics: Gun-control Overuse of technology To Vaccinate or Not Death Penalty Assigned homework/daily work	14 days
Exemplar: I Have a Dream (1963)		Exemplar: I Have a Dream (1963)		Formative exemplar quiz	

**Scranton School District
Curriculum Guide**

<p>Short Stories: “Harrison Bergeron”; “By the Waters of Babylon”; “Searching for Summer”</p>	<p>CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.F CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K</p>	<ul style="list-style-type: none"> • Character • Fantasy • Inferences • Plot • Point of View • Science fiction • Theme • Figurative Language • Vocabulary Words In Context • Synonyms • Antonyms • Conflict • Sequence of Events • Static Character • Dynamic Character • Motivation • Character Traits • Mood <p>“Harrison Bergeron”</p> <ul style="list-style-type: none"> • Vigilance • Vague • Wince • Luminous • Calibrated • Hindrance • Symmetry • Consternation • Power • Synchronizing 	<p>Approved Textbook Teacher Materials Supplemental Materials</p> <p>-Short Story “Examination Day”</p>	<p>Summative test “Harrison Bergeron” Quiz “By The Waters of Babylon”</p> <p>Analytical Writing: TDA (text dependent analysis)</p> <p>Homework Assignments</p> <p>“Searching for Summer” Project Part I Quiz “The Story of Science...”</p> <p>Character Analysis</p>	<p>15 days</p>
--	--	---	---	--	----------------

**Scranton School District
Curriculum Guide**

		<p>“By The Waters of Babylon”</p> <ul style="list-style-type: none"> • Rite of passage • Forbidden • Ignorant • Purification • ASHING • Dead Places • Place of the Gods • The Great Burning • enchantments <p>“Searching for Summer”</p> <ul style="list-style-type: none"> • Omen • Unavailing • Withered • Voluble • Indomitable 	<p>Short Story</p> <ul style="list-style-type: none"> -“The Last Flower (pictorial parable by James Thurber) -“Who Shall Dwell” - NYT Editorial August 6, 1945. (“The Bomb Heard Morally Around the World: Hiroshima, August 6, 1945) 	<p>Guided reading</p> <p>Formative exemplar quiz</p>	
--	--	--	--	---	--

**Scranton School District
Curriculum Guide**

<p>Introduce Research Project</p>	<p>CC.1.4-10.B CC.1.4-10.C</p>	<ul style="list-style-type: none"> • Research topic • Research questions • Plagiarism • Sources • Validity • MLA format • Summary/paraphrasing 	<p>Supplemental materials to Introduce MLA format (MLA manual) Excerpts from <u>Writing an A+ Research Paper</u> 3 I's of Paraphrasing: Introduce, Incorporate, Interpret I-Search packet</p>	<p>Formative Quiz</p>	<p>2-5 days</p>
--	------------------------------------	---	---	-----------------------	-----------------

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Quarter 2 Conduct Research Project	CC.1.4.9-10.U CC.1.4.9-10.V CC.1.4.9-10.W CC.1.4.9-10.X	<ul style="list-style-type: none"> • Credibility/accuracy of sources • Synthesize information • Organize information • Document sources • Supporting details • Outlining • Thesis statement • Parenthetical Documentation 	Multiple authoritative print and digital sources	Annotated Bibliography and/or 3 page research paper following MLA format Homework Assignments	5 days + student time outside class

**Scranton School District
Curriculum Guide**

<p>Short Stories: “The Pit and the Pendulum”; “The Crowning of Arthur”; “Sir Launcelot du Lake”; “from The Mists of Avalon”; “A Sound of Thunder”</p>	<p>CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.E CC.1.3.9-10.F CC.1.3.9-10.H CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10.K</p>	<p>“The Pit and the Pendulum”</p> <ul style="list-style-type: none"> • Setting • Plot • Conflict • Narrator • First person point of view • Imagery • Episode • Affixes—prefixes; stems; suffixes • Analogies • Synonyms • Antonyms • Suspense • Predicting • Visualizing <p>Vocabulary in Text:</p> <ul style="list-style-type: none"> • Spanish Inquisition • Heresy • Discordant • Eloquent • Encompass • Imperceptible • Insuperable • Lethargy • Lucid • Pertinacity • Potent • Relapse • Resolution • stealthily 	<p>Approved textbook Teacher Materials Supplemental materials Small group work Class discussion Teacher model</p> <p>Biography of Edgar Allan Poe</p>	<p>Homework assignments Formative Quizzes Daily assignments Summative assessment</p> <p>TDA</p> <p>Keystone Literature Response Rubric</p>	<p>5 days</p>
--	--	---	---	--	---------------

**Scranton School District
Curriculum Guide**

<p>Elements of Romance Literature</p>	<p>CC.1.2.9-10.A CC.1.2.9-10.B CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.F CC.1.2.9-10.H CC.1.3.9-10.A CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.E CC.1.3.9-10.F CC.1.4.9-10.H CC.1.4.9-10.I CC.1.4.9-10.K CC.1.4.9-10.L CC.1.4.9-10.O</p>	<ul style="list-style-type: none"> • supposition • treacherous • voracity <p>“The Crowning of Arthur”; “Sir Launcelot du Lake”; “from The Mists of Avalon”</p> <ul style="list-style-type: none"> • Imaginative story • Chivalric Code • Heroic deeds • Idealized Heroes • Nobility • Quest • Courtly Love • Daring Deeds • Supernatural events • Loose structure • Light-hearted tone <p>“The Crowning of Arthur”</p> <ul style="list-style-type: none"> • Paramour • Privy • Anointed • Prerogatives • Matins • Ignoble • Royal Seneschal 		<p>Summative assessment and/or Medieval Times project</p> <p>Assigned Homework/Daily work Formative Quiz</p> <p>Analytical Writing: TDA (3-5 paragraphs for the unit)</p> <p>Keystone Expository Rubric</p>	<p>8 days</p>
--	--	--	--	---	---------------

Scranton School District
Curriculum Guide

		<p>“Sir Launcelot du Lake”</p> <ul style="list-style-type: none">• Prowess• Fidelity• Champion• Adversary• Recompense• Ninescore• Fourscore• Palfrey• Pavilion• Man-at-arms• Vindicate <p>“from The Mists of Avalon”</p> <ul style="list-style-type: none">• First-person point of view• Narrator• Static/dynamic characters• Compare/contrast• Chidden• Boorish• “the Sight”• Nunnery• Fostered• Aquiline• Vassals• Eboracum• tunic			
--	--	--	--	--	--

**Scranton School District
Curriculum Guide**

<p>Short Story: Science fiction</p>		<p>“A Sound of Thunder”</p> <ul style="list-style-type: none"> • Science fiction • Foreshadowing • Predicting • Mood • Character Traits • “The Fourth Dimension” (time travel) • Suspense • “Butterfly Effect” • Theme <ul style="list-style-type: none"> • Aurora • Annihilate • Expendable • Infinitesimally • Resilient • Sheathed • Undulate • Revoke • Primeval • Taint • Subliminal 		<p>Summative assessment</p> <p>Guided Reading</p> <p>Formative Quiz</p> <p>Assigned Homework/Daily Work</p> <p>Small Group Work</p> <p>Class discussions</p>	<p>4 days</p>
--	--	--	--	--	---------------

**Scranton School District
Curriculum Guide**

		<p>“Montgomery Boycott” Memoir by Coretta Scott King</p> <ul style="list-style-type: none"> • Historical background—1890s to present day • Segregation/discrimination • Jim Crow Laws • Protests—boycott, sit-ins, marches, speeches • Rosa Parks • Cause and effect • Fact vs. opinion • Figurative language • Persuasive rhetoric (ethical appeal, repetition, parallelism) • Degrading • Radiant • Expose’ • Coherently • Militant • Devoid • Oppression • Perpetuation • Coercion 	<p>View documentary: The Untold Story of Emmett Luis Till</p>	<p>Guided Reading Assigned Homework/Daily work Formative quiz</p> <p>Brief Research Project: (2-3 pages) American Civil Rights Movement 1954-1965</p> <ul style="list-style-type: none"> • Brown vs. Board of Education • Thurgood Marshall • Emmett Till Case • Rosa Parks • Montgomery Bus Boycott • Desegregation at Little Rock • Freedom Rides • James Meredith • Birmingham (1963) • Martin Luther King, Jr. • March on Washington (1963) • Malcolm X • Civil Rights Act of 1964 • Voting Rights Act of 1965 	
--	--	--	---	--	--

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Quarter 3 Introduction to Shakespeare</p> <p><i>The Tragedy of Julius Caesar</i></p> <p>Exemplar: excerpts from Macbeth</p>	<p>CC.1.2 CC.1.3</p>	<p>Biography of Shakespeare</p> <p>Historical context</p> <p>Literary Terms:</p> <ul style="list-style-type: none"> • Drama • Poetry • Tragedy • Tragic hero • Tragic Flaw • Blank verse • Soliloquy • Aside • Rhetorical Devices • Dramatic Irony • Verbal Irony • Situational Irony • Rhetorical question • Compare/Contrast • Character Traits • Iambic Pentameter • Characters • Setting • Plot • Conflict • Characters • Protagonist/ Antagonist • Figurative Language • Foreshadowing • Theme • Stage directions • Ambition • Omen <p>Excerpts from Macbeth</p>	<p>Approved text supplemental materials Teacher prepared materials Guided Reading Classroom Reading Classroom Discussion Small group work Video Teacher Notes Use of text provided side notes</p>	<p>Summative assessment</p> <p>Formative quizzes</p> <p>Assigned Homework/Daily Work</p> <p>Analytical Essay (2-3 typed pages)</p> <p>Keystone Expository Rubric</p> <p>Exemplar Formative Quiz</p>	<p>24 days</p>

**Scranton School District
Curriculum Guide**

<p>Introduction to Poetry Poetry Unit includes: “Afro American Fragment”; “Dreams”; and “Dreams Deferred” by Langston Hughes</p> <p>“Exile” by Julia Alvarez</p> <p>“Women” by Alice Walker</p> <p>“Piano” by D.H. Lawrence</p> <p>“Tell All the Truth But Tell it Slant” by Emily Dickinson</p> <p>“There Will Come Soft Rains” by Sara Teasdale</p> <p>Selected Other Poems Exemplars: Sonnet 73 by Shakespeare and “We Grow Accustomed to the Dark” by Emily Dickinson</p>	<p>CC.1.2 CC.1.3 CC.1.4 CC.1.5</p>	<p>Poetry Literary Terms:</p> <ul style="list-style-type: none"> • Poetry • Speaker • Diction • Imagery • Figurative Language • Simile • Metaphor • Personification • Symbols • Alliteration • Assonance • Onomatopoeia • Stanza • Free verse • Poetic License • Sonnet • Narrative poem • Lyric poem • Message poem • Concrete poem • Found poem • Syntax • Structure • Tone • Mood • Rhyme scheme • Connotation/ denotation • paraphrasing 	<p>Literature text Supplemental materials Teacher prepared materials Classroom Reading Classroom Discussion Guided Reading Small group work Teacher notes</p> <p>Sonnet 73 by Shakespeare “We Grow Accustomed to the Dark” Dickinson</p>	<p>Teacher prepared tests, quizzes, etc</p> <p>Assigned Homework/Daily Work</p> <p>Formative and Summative Assessments</p> <p>Presentation of student ‘s assigned poem</p> <p>Analytical Writing: TDA (2-5 paragraphs)</p> <p>Keystone Literature Response Rubric</p> <p>Exemplar formative quizzes</p>	<p>14 days</p>
---	--	--	---	--	----------------

**Scranton School District
Curriculum Guide**

<p>Preparation for Keystone Exams</p>	<p>CC.1.2 CC.1.3 CC.1.4</p>	<p>Reading for Meaning Vocabulary Development</p> <ul style="list-style-type: none"> • Synonyms and Antonyms • Affixes (prefixes, suffixes, stems) • Words in context • Words with multiple meanings • Homographs <p>Main Idea and Details</p> <ul style="list-style-type: none"> • Main idea • Supporting details • Summary <p>Author’s Purpose</p> <ul style="list-style-type: none"> • Inform • Entertain • Persuade • Describe • Speaker • Repetition • Word choice • Tone • Compare/contrast <p>Analyzing and Interpreting Literature (Fiction, Nonfiction, Informational)</p> <ul style="list-style-type: none"> • Interpret • Analyze • Techniques • Elements of story • Use of language • style 	<p>Keystone Finish Line Literature Supplemental materials Released materials Teacher prepared materials Guided Practice</p>	<p>Formative assessments as provided through Keystone Finish Line Literature text</p>	<p>On-going throughout the year</p> <p>7 days prior to testing</p>
--	-------------------------------------	--	---	---	--

**Scranton School District
Curriculum Guide**

		<ul style="list-style-type: none"> • tone • mood • characters, setting, plot • irony • foreshadowing • symbolism • drawing conclusions • making inferences • making generalizations • making predications • use of figurative language • personification <p>Literary Form</p> <ul style="list-style-type: none"> • prose • paragraphs • chapters • dialogue • poetry • drama • narrative • onomatopoeia • alliteration • assonance • imagery • point of view <p>Character, Setting, and Plot Theme Conflict Chronological order Flashback/ Flash Forward</p>			
--	--	--	--	--	--

Scranton School District
Curriculum Guide

		Literary devices <ul style="list-style-type: none">• satire• Flashback• Foreshadowing• Allegory• Allusion• Irony• dialect			
--	--	---	--	--	--

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Quarter 4 Novel <u>Night</u></p>	<p>CC.1.2 CC.1.4</p>	<p>Novel <u>Night</u></p> <ul style="list-style-type: none"> • author’s purpose • setting • theme • first person point of view • character traits • style • sequence of events • diction <p>Historical Context</p> <ul style="list-style-type: none"> • WWII • Hitler • Nuremberg Race Laws • Birkenau • Auschwitz • Buna • Gleiwitz • Buckenwald • Anti-Semitism • Holocaust • Kabbalah • “jack-of-all-trades” • Ghetto • Crematorium • Nazis • Gestapo/SS • Concentration camp • Kaddish • Lagerkommandant • Gallows • Propaganda 	<p>Prereading worksheets:</p> <ul style="list-style-type: none"> • The Holocaust (questions 1-20) • “Brief History of Nazi Germany” • Article “The Holocaust” • Poem by Martin Niemoller <p>Night’s Preface</p> <p>Supplemental materials such as “The Ghettos” and “Voices from the Past”</p> <p>Teacher prepared materials</p> <p>Teacher Notes</p> <p>Classroom reading</p> <p>Guided Reading</p> <p>Classroom Discussion</p> <p>Videos such as “One Survivor Remembers”</p> <p>Small group work</p> <p>Elie Wiesel’ s Nobel Peace Prize Acceptance Speech</p>	<p>Formative and Summative assessments</p> <p>Assigned Homework/Daily Work</p> <p>Analytical Writing</p>	<p>24 days</p>

**Scranton School District
Curriculum Guide**

<p>Exemplar: excerpt from Night “Hope, Despair, and Memory”</p> <p>From Farewell to Manazar</p>		<ul style="list-style-type: none"> • Sabotage • Deportation • Gas chamber • Food rations • Kapo • Appelplatz • Red Army • Infirmary • Mysticism • “Selection” • Liberation • Day of Atonement (Yom Kippur) • Synagogue • Pipel • Aryan • Resistance movement • Inheritance <p>Exemplar: excerpt from Night “Hope, Despair, and Memory”</p> <p>“From Farewell to Manzanar”</p> <ul style="list-style-type: none"> • Japanese Internment camps • Compare/contrast • Memoir • Autobiography • Setting • Tone • conflict 	<p>Exemplar: excerpt from Night ‘Hope, Despair, and Memory”</p> <p>Supplemental reading “America’s Concentration Camps” by Brenda Wilt</p>	<p>Exemplar formative Quiz</p> <p>Homework/ Daily assignments</p> <p>Formative Quiz</p>	<p>4 days</p>
--	--	---	---	--	---------------

**Scranton School District
Curriculum Guide**

<p>Grammar topic: Subject-Verb-Pronoun Agreement</p>	<p>CC.1.2.9-10.J CC.1.4.9-10.E CC.1.4.9-10.F CC.1.4.9-10.L CC.1.4.9-10.R</p>	<ul style="list-style-type: none"> • Subject • Verb • Pronoun • First-person pronoun • Second –person pronoun • Third-person pronoun • Singular • Plural • Intervening phrases (prepositional phrase; appositive) • Indefinite pronoun • Conjunctions • Either...or; Neither...nor • Collective nouns • Titles, amounts used as subjects • Pronoun antecedent 	<p>Grammar text Supplemental materials Teacher-prepared materials</p>	<p>Summative test</p> <p>Formative quizzes Assigned</p> <p>Homework/Daily Work</p> <p>On-Going all year</p>	<p>7 days</p>
---	--	--	---	---	---------------

**Scranton School District
Curriculum Guide**

Final Exam Review	CC.1.2 CC.1.3 CC.1.4	As per review sheets	Textbook Supplemental materials Teacher-prepared materials	Final Exam	10 days
--------------------------	----------------------------	----------------------	--	------------	---------