

English II Language Arts (10th grade)
Year at a Glance

	Course Description	Family Resources
<p>English II Language Arts(10th Grade) Language Arts Course Description to be covered over 4 quarters</p>	<p>The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence○ power and impact of language○ influence of history, culture, and setting on language○ personal critical and aesthetic response• writing for varied purposes<ul style="list-style-type: none">○ developing and supporting argumentative claims○ crafting coherent, supported informative/expository texts○ responding to literature for personal and analytical purposes	<p><u>Language Arts Florida Standards Grade 10</u></p> <p><u>ELA Throughout the Day</u></p> <p><u>Coming Prepared to Discuss</u></p> <p><u>What Is Text Based Talk?</u></p> <p><i>Please note that short and extended informational and argumentative writing tasks will be embedded into reading responses to support students as they progress towards the FSA Writing Assessment.</i></p>

	<ul style="list-style-type: none"> ○ writing narratives to develop real or imagined events ○ writing to sources using text- based evidence and reasoning ○ writing to sources using text- based evidence and reasoning ● effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions ● collaboration amongst peers <p><i>*Unlike most other subjects, the English Language Arts standards are not taught in sequential order. This means that standards spiral in and out of each lesson and will be repeated throughout the year depending on the theme, task, and text.</i></p>	
	Key Standards Covered	Examples of Resources
Quarter 1 Aug 10 – Oct 16	<p>Students will be able to :</p> <ul style="list-style-type: none"> ● Cite text evidence to support inferences LAFS.910.RI.1.1 ● Analyze representations in different mediums LAFS.910.RL.3.7 ● Use cause-and-effect relationships to make connections between ideas and events LAFS.910.RL.2.5 LAFS.910.W.2.4 ● Analyze language and make inferences about the theme of a poem LAFS.910.RL.1.2 LAFS.910.RL.4.10 LAFS.910.RI.2.6 ● Identify and compare poetic structure across two poems as well as paraphrase and summarize ideas LAFS.910.RL.4.10 ● Analyze the development of ideas in non-fiction LAFS.910.RI.2.5 ● Cite textual evidence and analyze how an author uses parallel plots, tone, pace, and foreshadowing for effect LAFS.910.RL.1.1 LAFS.910.RL.2.5 ● 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 	<p><u>Anchor Texts*</u></p> <p><i>The Metamorphosis</i> (Novella by Franz Kafka – pg. 93)</p> <p style="text-align: center;">AND</p> <p>“We grow accustomed to the Dark” and “Before I got my eye put out”</p> <p>(Poems by Emily Dickinson – pgs. 156 & 157)</p> <p style="text-align: center;">AND</p> <p>“Coming to Our Senses” (Neil de Grasse Tyson – pg. 161)</p>

	<p>introduced and developed, and the connections that are drawn between them LAFS.910.RL.1.3 LAFS.910.RI.1.3</p> <ul style="list-style-type: none"> Analyze and develop an interpretation of a literary work describing an author's use of literary elements (theme, point of view, characterization, setting, and plot) LAFS.910.RL.2.5 LAFS.910.RI.2.5 Interpret and evaluate an author's descriptive language (tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts LAFS.910.L.3.5 	<p>Reading/ Writing Support for Students:</p> <p><u>Principles of Composition</u> (Help for students with writing: includes materials that will help students write in different formats)</p> <p><u>Sample Writing Task:</u> Based on the anchor texts, argue (in a short or extended response using evidence from the text) whether change was presented as mostly positive, mostly negative, or as a combination of both.</p>
Quarter 2	Key Standards Covered	Examples of Resources

<p>Oct 20 – Dec 18</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> Analyze an argument in a seminal document (i.e. organizational reasons, religious or historical reasons, or moral reasons – page 337) LAFS.910.RI.3.9 Analyze evidence and ideas in a functional document LAFS.910.RL.1.1 Analyze argument and rhetoric and compare accounts in different mediums LAFS.910.RL.3.7 Analyze interactions between character and theme in a short story LAFS.910.RL.1.3 Analyze how a poem’s shift in tone contributes to its theme/central idea LAFS.910.RL.1.2 Analyze the impact of cultural background on point of view LAFS.910.RI.2.6 Analyze argument and rhetoric (i.e. claim, validity, & evidence) LAFS.910.RI.2.5 Organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources to draw conclusions using a variety of techniques LAFS.910.RI.3.8 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 LAFS.910.RL.2.5 	<p>Anchor Text* “What, of This Goldfish, Would You Wish?” (by Etgar Keret – pg. 3)</p> <p>AND</p> <p>From Texas v. Johnson Majority Opinion (pg. 15) American Flag Stands for Tolerance (pg. 18)</p> <p>OR</p> <p>“Letter from Birmingham Jail” (by Martin Luther King, Jr. - pg. 315)</p> <p>Writing Support for Students:</p> <p>MLA Documentation</p> <p>Sample Writing Task: Based on the anchor texts you read this quarter and your own experiences, write an analytical essay that explains how our relationships with others can help define who we are.</p>
<p>Quarter 3 Jan 6 – Mar 17</p>	<p style="text-align: center;">Key Standards Covered</p> <p>Students will be able to :</p> <ul style="list-style-type: none"> analyze the use of rhetoric in an argument LAFS.910.RL.3.7 	<p style="text-align: center;">Examples of Resources</p> <p>Anchor Text* <i>The Tragedy of Macbeth</i> by William Shakespeare</p>

- Analyze interactions between characters and theme [LAFS.910.RL.1.3](#)
- Analyze representations of a scene [LAFS.910.RL.3.7](#)
- Analyze historical text [LAFS.910.RI.3.9](#)
- Analyze how an author draws on and transforms source material in a specific work [LAFS.910.RL.3.9](#)
- Make and support inferences about word choice [LAFS.910.L.2.3](#)
- Read and comprehend literature, both fiction and non-fiction, in the grades 9-10 text complexity band proficiently. [LAFS.910.RI.4.10](#)
- Engage effectively in a range of collaborative discussions. [LAFS.910.SL.1.1](#)
- Demonstrate command of the conventions of Standard English [LAFS.910.L.1.2](#)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [LAFS.910.RI.1.1](#) [LAFS.910.RL.1.1](#)

Reading Support for Students:

Shakespearean Dating Tips

(Students will learn about the modern day relevance of Shakespeare's plays and how the English language has changed over time.)

Formal and Informal Speaking

(Students will learn how to organize and express through a short video, multi-level tutorial options, worksheets and answer keys, a game, and interactive quizzes to encourage debate and responding to others' views.)

State your Claim

(Students can practice writing argument essays in preparation for FSA writing)

[See FSA Portal for writing samples and resources!](#)

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 4 Mar 29 – May 26</p>	<ul style="list-style-type: none"> • Determine central idea and meaning and analyze specific ideas LAFS.910.RI.1.2 LAFS.910.RL.1.2 • Analyze a writer’s choice in terms of pacing, word choice, tone, text structure, figure meaning, tone, and mood LAFS.910.L.2.3 LAFS.910.RI.2.4 • Support inferences about theme LAFS.910.RI.1.2 LAFS.910.RL.1.2 • Determine an author’s purpose in his/her use of figurative, connotative, and technical meaning of words and phrases LAFS.910.RI.2.4 • Identify cause and effect relationships and compare and contrast elements in multiple texts LAFS.910.RI.2.5 • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme LAFS.910.RL.1.3 • Evaluate an author’s use of rhetoric, figurative language, and literary techniques LAFS.910.RI.2.6 LAFS.910.RI.2.6 • Analyze texts for reliability, validity, and bias and persuasive techniques. LAFS.910.RI.3.8 • Recognize correctly pun Read and comprehend literature, both fiction and non-fiction, in the grades 9-10 text complexity band proficiently. LAFS.910.RI.4.10 	<p><u>Anchor Text*</u></p> <p>“Called Out” by Barbara Kingsolver</p> <p style="text-align: center;">AND</p> <p>“My Life as a Bat” by Margaret Atwood</p> <p>Reading Support for Students:</p> <p>The Art of the Metaphor:</p> <p>In this animated video from TEDed, you will learn about the power of metaphors in your reading and in your writing. The video explores questions like: "How do metaphors help us better understand the world?", as well as "What makes a good metaphor?"</p> <p>See FSA Portal for Reading samples and resources!</p>

		<p><u>Sample Writing Task:</u></p> <p>4th quarter offers opportunity for creative writing, i.e. poetry, memoir, and narratives to encourage student exploration of themselves and the world through their writing.</p>
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