

English II Language Arts (10<sup>th</sup> grade)  
Year at a Glance

<p>English II Language Arts(10<sup>th</sup> Grade) Language Arts Course Description to be covered over 4 quarters</p>	<p style="text-align: center;">Course Description</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"><li>• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn</li><li>• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none"><li>○ text craft and structure</li><li>○ elements of literature</li><li>○ arguments and claims supported by textual evidence</li><li>○ power and impact of language</li><li>○ influence of history, culture, and setting on language</li><li>○ personal critical and aesthetic response</li></ul></li><li>• writing for varied purposes<ul style="list-style-type: none"><li>○ developing and supporting argumentative claims</li><li>○ crafting coherent, supported informative/expository texts</li><li>○ responding to literature for personal and analytical purposes</li><li>○ writing narratives to develop real or imagined events</li><li>○ writing to sources using text- based evidence and reasoning</li><li>○ writing to sources using text- based evidence and reasoning</li></ul></li><li>• 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</li> <li>• collaboration amongst peers</li></ul> <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>	<p style="text-align: center;">Family Resources</p> <p><a href="#">Language Arts Florida Standards Grade 10</a></p> <p><a href="#">ELA Throughout the Day</a></p> <p><a href="#">Coming Prepared to Discuss</a></p> <p><a href="#">What Is Text Based Talk?</a></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>
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	Key Standards Covered	Examples of Resources
<p style="text-align: center;"><b>Quarter 1</b> <b>Aug 10 – Oct 13</b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <a href="#">LAFS.910.RL.1.1</a> <a href="#">LAFS.910.RI.1.1</a></li> <li>• 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. <a href="#">LAFS.910.RI.1.2</a> <a href="#">LAFS.910.RL.1.2</a></li> <li>• Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme and how the author unfolds an analysis or series of ideas or events. <a href="#">LAFS.910.RL.1.3</a> <a href="#">LAFS.910.RI.1.3</a></li> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence and 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. <a href="#">LAFS.910.W.1.1</a> <a href="#">LAFS.910.W.1.2</a></li> </ul> <p><u>REVIEW 7<sup>th</sup> and 8<sup>th</sup> grade standards as needed:</u></p> <ul style="list-style-type: none"> <li>• Subject/Predicate (complete sentences and fragments)</li> <li>• Punctuation – commas to separate coordinate adjectives, dashes, parenthesis</li> <li>• Capitalization</li> <li>• Use simple, compound, complex sentences in writing</li> <li>• Pronouns</li> <li>• Verbs, verb phrases</li> </ul>	<p><b><u>Anchor Texts*</u></b></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 &amp; 157)</p> <p style="text-align: center;">AND</p> <p>“Coming to Our Senses” (Neil de Grasse Tyson – pg. 161) (from class textbook resource <a href="#">HMH Collections</a>) *</p> <p><b>Reading/ Writing Support for Students:</b> <b><u>Principles of Composition</u></b> (Help for students with writing: includes materials that will help students write in different formats)</p> <p><b><u>Sample Writing Task:</u></b> 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>

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<p style="text-align: center;"><b>Quarter 2</b> <b>Oct 17 – Dec 21</b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• 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 <a href="#">LAFS.910.RL.2.4</a> <a href="#">LAFS.910.RI.2.4</a></li> <li>• Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time to create such effects as mystery, tension, or surprise and analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. <a href="#">LAFS.910.RL.2.5</a>: <a href="#">LAFS.910.RI.2.5</a>:</li> <li>• Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States and 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. <a href="#">LAFS.910.RL.2.6</a>: <a href="#">LAFS.910.RI.2.6</a>:</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and command of the conventions of standard English capitalization, punctuation, and spelling when writing. <a href="#">LAFS.910.L.1.1</a>: <a href="#">LAFS.910.L.1.2</a>:</li> </ul>	<p><b>Anchor Text*</b> “What, of This Goldfish, Would You Wish?” (by Etgar Keret – pg. 3)</p> <p style="text-align: center;">AND</p> <p>From Texas v. Johnson Majority Opinion (pg. 15) American Flag Stands for Tolerance (pg. 18) book</p> <p style="text-align: center;">OR</p> <p>“Letter from Birmingham Jail” (by Martin Luther King, Jr. - pg. 315)</p> <p>(from class textbook resource <a href="#">HMH Collections</a>)*</p> <p><b>Writing Support for Students:</b> <a href="#">MLA Documentation</a></p> <p><b>Sample Writing Task:</b> 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>

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<p style="text-align: center;"><b>Quarter 3</b> <b>Jan 8 – Mar 15</b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Analyze the representation of a subject or a key scene in two different artistic mediums and various accounts of a subject told in different mediums, determining which details are emphasized in each account. <a href="#">LAFS.910.RL.3.7</a> <a href="#">LAFS.910.RI.3.7</a></li> <li>• Analyze how an author draws on and transforms source material in a specific work and delineate/evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <a href="#">LAFS.910.RL.3.9</a> <a href="#">LAFS.910.RI.3.8</a></li> <li>• Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. <a href="#">LAFS.910.RI.3.9</a></li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and command of the conventions of standard English capitalization, punctuation, and spelling when writing. <a href="#">LAFS.910.L.1.1.1:</a> <a href="#">LAFS.910.L.1.1.2:</a></li> </ul>	<p><b>Anchor Text*</b> <i>The Tragedy of Macbeth</i> by William Shakespeare book (from class textbook resource <a href="#">HMH Collections</a>) *</p> <p><b>Reading Support for Students:</b> <a href="#">Shakespearean Dating Tips</a> (Students will learn about the modern day relevance of Shakespeare's plays and how the English language has changed over time.)</p> <p><a href="#">Formal and Informal Speaking</a> (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.)</p> <p><a href="#">State your Claim</a> (Students can practice writing argument essays in preparation for FSA writing)</p> <p><a href="#">See FSA Portal for writing samples and resources!</a></p>

	Review Key Standards as Needed	Examples of Resources
<p style="text-align: center;"><b>Quarter 4</b> <b>April 2 – May 24</b></p>	<ul style="list-style-type: none"> <li>• Read and comprehend literature, both fiction and non-fiction, in the grades 9-10 text complexity band proficiently. <a href="#">LAFS.910.RI.4.10</a></li> <li>• Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. <a href="#">LAFS.910.SL.2.5</a></li> <li>• Engage effectively in a range of collaborative discussions. <a href="#">LAFS.910.SL.1.1</a></li> <li>• Demonstrate command of the conventions of Standard English. <a href="#">LAFS.910.L.1.1</a> <a href="#">LAFS.910.L.1.2</a></li> <li>• 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 task. <a href="#">LAFS.910.SL.2.4</a></li> <li>• Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <a href="#">LAFS.910.SL.2.5</a></li> </ul>	<p><b><u>Anchor Text*</u></b></p> <p>“Called Out” by Barbara Kingsolver AND “My Life as a Bat” by Margaret Atwood</p> <p><b>(from class textbook resource <a href="#">HMH Collections</a>)*</b></p> <p><b>Reading Support for Students:</b> <a href="#">The Art of the Metaphor:</a></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><b>Sample Writing Task:</b> 4<sup>th</sup> 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>