

English II

Time on Task: 3.5 hours per week

Course Philosophy

Language Arts enables human beings to communicate with God and others. It reflects the orderly, creative, and highly relational nature of God from the realities of grammar and spelling to the insights of literature, reading, and writing. Good literature promotes critical thinking while pointing students to God, His creation, and Christian principles. In Language Arts the student will learn the importance of good communication through the skills of phonics, grammar, writing, spelling, and literature. The ultimate goal of language arts instruction is to develop students with a deep relationship to their Savior who are deep thinkers, eager readers, and articulate communicators.

Course Description

English Language Arts and Reading are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

<p>Goals and Objectives Texas Essential Knowledge and Skills (TEKS)</p> <p>§110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010.</p> <p>(a) Introduction.</p> <p>(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their</p>	<p>Scope and Sequence <u>Prentice Hall Literature 10</u> Learn about Literature</p> <ul style="list-style-type: none">• Learn about Literature• Short Stories• Nonfiction• Dramatic Literature• Poetry• Folk Literature <p>Themes in Literature</p> <ul style="list-style-type: none">• On the Edge• Striving for Success• Clashing Forces• Turning Points• Expanding Horizons <p>Literary Genres</p>	<p>Spiritual Goals God's intended purpose for language arts:</p> <ol style="list-style-type: none">1. To teach the child to read the Scripture for himself.2. To enable the student to relate story content to Biblical truths.3. To recognize the character traits that lead to a godly, Christian life.4. To develop a deep respect for God and His Word.5. To teach the child to analyze the words of Scripture for himself.6. To teach the child that just as there is a logic and order in phonics/spelling, there is a logic and order in God's
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<p>own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p> <p>(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p> <p>(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p> <p>(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p> <p>(C) During initial stages of English development, ELLs are</p>	<ul style="list-style-type: none"> • Short Stories • Nonfiction • Drama • Poetry • Epics and Legends <p>Resources</p> <ul style="list-style-type: none"> • Literary Terms Handbook • Writing Handbook • Grammar and Mechanics Handbook • Internet Research Handbook • Writing Criticism and Citing Sources <p><u>Writer's Stylus</u></p> <p>Revision Element:</p> <p>Instruction</p> <ul style="list-style-type: none"> • Idea Redundancy • "Telling" Details • Narrative Thread • Ladder of Abstraction • Authenticity • Related Questions • Patterns and Breaks • Authenticity • Continuity • Complexity and Simplicity <p>Genre Focus: Acquaintance & Analysis (A&A), Purpose</p> <ul style="list-style-type: none"> • Story: Autobiographical Article • Expository: Informative Report • Expository: Persuasive • Communicative: Formal Letter 	<p>plan</p> <ol style="list-style-type: none"> 7. To teach memorization skills of sounds and letters to train them in the memorization of Scripture. 8. To recognize the ability to communicate with one another and with God is part of His plan for our lives. 9. To acknowledge that God is concerned that communication be clear and easily understood. 10. To acknowledge that God recognizes writing as a powerful tool to influence people. God commanded others to write. 11. To recognize and understand that written doctrine and standards make consistency possible from person to person and from generation to generation. 12. To acknowledge the use of written materials in teaching make it possible for learners to review what has been presented in other ways and to study it more deeply. 13. To learn how to communicate with others and with God in a way that glorifies Him. 14. To learn to communicate in such a way as to draw men to Christ. 15. To learn the structure of our language so that the student is equipped to understand the things he reads and writes. 16. To learn accuracy and clarity of meaning so as not to cause misunderstanding in communication. 17. To learn truth through the positive
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<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p> <p>(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (b) of this section.</p> <p>(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p> <p>(b) Knowledge and skills.</p> <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. <i>Students are expected to:</i></p> <p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) analyze textual context (within a sentence and in larger</p>	<ul style="list-style-type: none"> • Expository: Literary Analysis • Story: Script <p>Correlation with TEKS <u>Prentice Hall Literature 10</u> (Lit) Prentice Hall/Pearson Student ISBN 0-13-054790-5 Teacher ISBN 0-13-054798-0</p> <p><u>Writer's Stylus</u> (WS) Make Way for Books Clerestory Learning</p> <p>Lit Units 1-10</p> <p>Lit pp. 154, 192, 588, 618, 946</p> <p>Lit pp. 690, 708, 744</p>	<p>examples of literature and to expose, when appropriate, the error of man's thinking through negative examples of literature.</p> <p>18. To equip the student to evaluate biblically ideas and attitudes in literature.</p> <p>19. To learn to appreciate the gift of creativity in written and oral form.</p> <p>20. To understand the thinking of men as represented in literature of different time periods.</p> <p>Biblical Integration Truth Statements</p> <p>1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p>2. <i>What is the nature of external</i></p>
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<p>sections of text) to distinguish between the denotative and connotative meanings of words;</p> <p>(C) infer word meaning through the identification and analysis of analogies and other word relationships;</p> <p>(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i>, <i>avant-garde</i>, <i>coup d'état</i>); and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</p> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <i>Students are expected to:</i></p> <p>(A) compare and contrast differences in similar themes expressed in different time periods;</p> <p>(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and</p> <p>(C) relate the figurative language of a literary work to its historical and cultural setting.</p> <p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. <i>Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.</i></p> <p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. <i>Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.</i></p> <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the</p>	<p>Lit pp. 98, 272, 372, 572, 756, 881, 992 Lit Units 1-10 Novel Units</p> <p>Lit pp. 690, 708, 744</p> <p>Supplementary Novels Lit Units 1-6</p> <p>Lit pp. 157, 163, 279, 397, 399, 405, 407, 443, 447, 451, 637, 641, 643, 645 Lit pp. 790, 792, 797, 800, 802, 806, 809, 900, 912, 913 Lit pp. IN9, 949, 955, R9</p> <p>Lit IN1, IN8, R9, R11, 985, 991</p> <p>Lit pp. IN6, R7, R9, 900, 902, 910, 911, 912, 913, R13</p>	<p><i>reality, that is, the world around us?</i></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p>3. <i>What is a human being?</i></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of</p>
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<p>structure and elements of fiction and provide evidence from text to support their understanding.</p> <p><i>Students are expected to:</i></p> <p>(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;</p> <p>(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;</p> <p>(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and</p> <p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.</p> <p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. <i>Students are expected to</i> evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</p> <p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. <i>Students are expected to</i> explain the function of symbolism, allegory, and allusions in literary works.</p> <p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <i>Students are expected to</i> analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p> <p>(9) Reading/Comprehension of Informational Text/Expository</p>	<p>Supplementary Novels Lit Units 1-6, 8, 10</p> <p>Supplementary Novels Lit Units 1-6, 8, 10</p> <p>Supplementary Novels Lit Units 1-6, 8, 10</p> <p>Supplementary Novels Lit Units 1-6, 8, 10</p> <p>Lit pp. 30, 37, 39, 168, 220, 300, 308, 342, 369, Unit 7</p> <p>Lit Unit 9 <u>Animal Farm</u> Lit pp. R6, 81, 85, 86, 89, R13, 205, 207, 211, 341, 345, 347, R6</p> <p>Lit pp. 125, 226, 229, 167, 169, 170, 172, 175, 339, 341, 347, 657, 675, 677, 680, 683, 685, 689, 1003, 1063, 1069, 1071, 1073</p>	<p>the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. <i>What happens to a person at death?</i></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. <i>Why is it possible to know anything at all?</i></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active</p>
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<p>Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. <i>Students are expected to:</i></p> <p>(A) summarize text and distinguish between a summary and a critique and identify non- essential information in a summary and unsubstantiated opinions in a critique;</p> <p>(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.</p> <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. <i>Students are expected to:</i></p> <p>(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and</p> <p>(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.</p> <p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. <i>Students are expected to:</i></p> <p>(A) evaluate text for the clarity of its graphics and its visual appeal; and</p> <p>(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).</p> <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together</p>	<p>Lit pp. 127, 128, 133, 655, 733, 740, 741, 743, R7</p> <p>Lit pp. 657, 733, 740, 743</p> <p>Lit pp. 24, 27, 522, 525, 921, 1085</p> <p>Lit pp. 108, 216, 267, 754, 976, 812, 815</p> <p>Lit pp. IN5, 410, 675, 680, 682, 684, 689, R8, 532</p> <p>Lit pp. 311, 329, 334, 631, 653, 115, 765, 495, 509, 859</p> <p>Lit pp. 276, 226, 533</p> <p>Lit pp. 276, 226, 533</p>	<p>role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can.</p>
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<p>in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p> <p><i>Students are expected to:</i></p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p> <p>(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</p> <p>(C) examine how individual perception or bias in coverage of the same event influences the audience; and</p> <p>(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p> <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p><i>Students are expected to:</i></p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;</p> <p>(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.</p>	<p>Lit pp. 762, 422, 998</p> <p>Lit pp. 762, 422, 998</p> <p>Lit pp. 762, 422, 998</p> <p>Teacher-developed Activity</p> <p>WS Units 106 Teacher-developed Activities</p> <p>WS Units 106 Teacher-developed Activities</p> <p>WS Units 106 Teacher-developed Activities</p> <p>WS Units 106 Teacher-developed Activities WS Units 106 Teacher-developed Activities</p>	<p>Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence</p>
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<p><i>Students are expected to:</i></p> <p>(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p> <p>(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and</p> <p>(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</p> <p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p> <p><i>Students are expected to:</i></p> <p>(A) write an analytical essay of sufficient length that includes:</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details; and (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement; <p>(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <ul style="list-style-type: none"> (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; and (iii) anticipation of readers' questions; <p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <ul style="list-style-type: none"> (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded 	<p>WS Units 106 Teacher-developed Activities</p> <p>WS Units 106 Teacher-developed Activities</p> <p>WS Units 106 Teacher-developed Activities WS Units 1-2, 5</p> <p>Teacher-developed Activity</p> <p>Lit pp. 495, 669 Lit pp. 526, 758, 918 Lit pp. 916, 1080</p> <p>Lit pp. 420, 758, 916, 330 Lit pp. 91, 115, 116, 118, 349, 420, 648, 729, 758, 760, 916, 994, 1017, 1082, R14 Lit pp. 1080</p> <p>Lit pp. 916, 957, 611, 116, 287 WS Unit 5</p>	<p>of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <ul style="list-style-type: none"> b. History is going somewhere, directed toward a known end. (Matthew 25:34) c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9) d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28) <p><i>What should our response be to God?</i> <i>What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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<p>quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textural parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience,</p> <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. <i>Students are expected to</i> write an argumentative essay to the appropriate audience that includes:</p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; (B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context); (C) counter-arguments based on evidence to anticipate and address objections; (D) an organizing structure appropriate to the purpose, audience, and context; (E) an analysis of the relative value of specific data, facts, and ideas; and (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p> <p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. <i>Students are expected to:</i></p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another); (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p>	<p>Lit pp. 998 WS Unit 6</p> <p>WS Unit 3 Lit p. 330</p> <p>Lit pp. 526, 758, 918</p> <p>Teacher-developed Activity</p> <p>Teacher-developed Activity Lit p. 330 Lit p. R16</p> <p>Lit pp. 993, 996, 263, 373, 757 Lit pp. 450, 760, 918, 996, 297</p> <p>Teacher-developed Activities Lit pp. 224, 460, 520, R20, 176, 192, 646</p> <p>Lit p. 839</p>	
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<p>(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. <i>Students are expected to:</i></p> <p>(A) use conventions of capitalization; and (B) use correct punctuation marks including:</p> <p>(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.</p> <p>(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information.</p> <p>(19) Oral and Written Conventions/Spelling. Students spell correctly. <i>Students are expected to</i> spell correctly, including using various resources to determine and check correct spellings.</p> <p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. <i>Students are expected to:</i></p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in research on a complex, multi-faceted topic.</p> <p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. <i>Students are expected to:</i></p> <p>(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning</p>	<p>Lit pp. 588, R19</p> <p>Lit pp. 1016, R20 Lit pp. 966, 1044, 1060, 1074, R20 Lit pp. 998, 1060, R20, 1044, R21</p> <p>Teacher-developed Activities Lit p. 202 WS Unit 2 Lit pp. 526, R17, R18</p> <p>Lit pp. 116, 330, 418, 526, 758, 916, 994, 1080</p> <p>Teacher-developed Activities WS Unit 2</p> <p>Teacher-developed Activities Teacher-developed Activities</p>	
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<p>logs); and</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. <i>Students are expected to:</i></p> <p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p> <p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. <i>Students are expected to synthesize the research into a written or an oral presentation that:</i></p> <p>(A) marshals evidence in support of a clear thesis statement and related claims;</p> <p>(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p> <p>(C) uses graphics and illustrations to help explain concepts where appropriate;</p> <p>(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and</p> <p>(E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.</p> <p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. <i>Students are expected to:</i></p> <p>(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the</p>	<p>Lit pp. 915, 287, 127, 128, 133, R27</p> <p>Teacher-developed Activities</p> <p>Teacher-developed Activities</p> <p>Lit pp. 274, 277, 590, 593</p> <p>Teacher-developed Activities</p> <p>Lit pp. 530, 193, 332</p> <p>Lit pp. 1017, 1082, 1075, 1083</p> <p>Teacher-developed Activities</p> <p>Teacher-developed Activities</p> <p>Lit pp. R27, R28</p> <p>Lit p. 652</p>	
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<p>content for clarification and elaboration; (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and (C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.</p> <p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. <i>Students will continue to</i> apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. <i>Students are expected to</i> participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.</p>	<p>Teacher-developed Activities</p> <p>Lit p. 542</p> <p>Lit p. 334</p> <p>Teacher-developed Cooperative Learning Activities</p> <p>Student Activities Practice Assignments Books Games Projects Role Playing Songs</p> <p>Teaching Strategies Cooperative Learning Interactive Classroom Writing to Learn Lecture Concept Mapping</p>	
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