

Course/Grade Level: Sophomore English	Week: 1 (Sem 2)
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Unit: African Literature – Things Fall Apart	Evidence of Learning/Assessments Formative: pretests, right v. wrong articles and exploration
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL & RI-10 Read and comprehend literature including informational text and drama	I can show my current knowledge of semester two content.	Pretest for semester exam and vocabulary.
RI-8 Delineate and 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	I can evaluate whether a text has valid claims.	Students will use their ipads and various articles to explore cultural issues versus issues of right and wrong.

Key Vocabulary

Banish	Foresight	*Malevolent			
Revere	Vigorous	*Arduous			

Course/Grade Level: Sophomore English

Week: 2 (Sem 2)

Unit:
African Literature – Things Fall Apart

Evidence of Learning/Assessments
Formative: list of right and wrong in novel, character analysis
Summative: right v. wrong essay, country exploration

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
W-1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	I can explain the difference between right and wrong – and my stereotypes.	<i>Students will write a 2-page essay regarding theories of right and wrong, including direct references to the texts we explored. *Advanced*</i> Students will choose a country and will use their iPads to explore that country’s beliefs and/or rules. They will then write a list regarding right and wrong.
RL-6 Determine an author’s point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature.	I can determine the author’s point of view on right and wrong.	Students will begin reading the text, Things Fall Apart, with specific emphasis on differences between ideas of right and wrong.
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	I can analyze how the characters develop during a text.	Students will list the names and essential information of the characters on index cards or develop a character chart for the novel.

Course/Grade Level: Sophomore English	Week: 3 (Sem 2)
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Unit: African Literature – Things Fall Apart	Evidence of Learning/Assessments Formative: theme exploration, class discussion Summative: written response
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
W-1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	I can evaluate a theme throughout the text.	Students will choose a theme from the novel and begin listing events that would support that theme in preparation for a major essay at the end of the book.
RL-6 Determine an author’s point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature.	I can determine the author’s point of view on right and wrong.	Students will write a response to Chapter 7 on whether they think what Okonkwo did was right or wrong and why.
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	I can analyze the impact of the author’s choices.	Students continue to read and analyze the novel.

Key Vocabulary

pandemonium	vile	*derisive
affirmation	elude	*inadvertently

Course/Grade Level: Sophomore English	Week: 4 (Sem 2)
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Unit: African Literature – Things Fall Apart	Evidence of Learning/Assessments Formative: theme research Summative: cultural keynote
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	I can analyze the impact of the author’s choices.	Students continue to read and analyze the novel. While doing this, students will continue to explore their theme.
RL-6 Determine an author’s point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature.	I can provide details regarding cultural differences.	Students will create a keynote that reflects the differences in our cultures ... Umuofia v. United States.

Course/Grade Level: Sophomore English

Week: 5 (Sem 2)

Unit:
African Literature – Things Fall Apart

Evidence of Learning/Assessments
Formative: discussion theme research, unit review
Summative: response essay, family tree, unit test

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-6 Determine an author’s point of view or cultural experience reflected in a work of literature from outside the U.S.	I can provide details regarding cultural differences.	Students will continue to add to their keynote that reflects the differences in our cultures ... Umuofia v. United States.
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	I can analyze how the characters develop during a text.	Students will create a “family tree” of characters in this novel. They will begin with Okonkwo at the top of the tree then establish lines of families with names and descriptions of each character.
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters	I can analyze the impact of the author’s choices.	Students continue to read and analyze the novel. While doing this, students will continue to explore their theme.
RL-10 Read and comprehend literature	I can present a strong analysis of this text.	Unit test.
W-9 informational texts to support analysis, reflection, and research.	I can draw evidence from the text to support my theme analysis.	Students will write their 500-650 word theme essay based on our novel.

Key Vocabulary

Annihilation	Implore	Suppress	Ultimatum	*Inexplicable	*Imperious
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Course/Grade Level: Sophomore English	Week: 6 (Sem 2)
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Unit: African Literature – Things Fall Apart	Evidence of Learning/Assessments Formative: <i>SAT essay, current event revenge articles</i> Summative: <i>unit test, questions, quizzes</i>
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Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters	I can analyze the impact of the author’s choices.	Students continue to read and analyze the novel. While doing this, students will continue to explore their theme.
<i>W-1 Write arguments to support claims in an analysis of substantive topics.</i>	<i>I can write arguments to my support claim</i>	<i>Students will write the first draft of their essay.</i>
<i>L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc. RL, RI-1-6 Textual evidence, themes, impact of author’s choice, meanings of words and phrases, and point of view.</i>	<i>I can determine the correct form of punctuation necessary in a particular writing or read a passage for understanding and analysis.</i>	<i>Students will do some strategies for the SAT essay.</i>
<i>SL-1 Initiate and participate effectively in a range of discussions. RI-1 Cite strong and thorough textual evidence to support analysis of the text</i>	<i>I can analyze informational text to determine revenge in current events.</i>	<i>Groups of students will get an article that reflects a current event in which revenge has taken place. They will determine the revenge and present it to the class.</i>

Course/Grade Level: Sophomore English

Week: 7 (Sem 2)

Unit:
African Literature – The Thief and the Dogs

Evidence of Learning/Assessments
Summative: questions, quizzes, *final draft of essay*

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters	I can analyze the impact of the author’s choices.	Students continue to read and analyze the novel. While doing this, students will continue to explore their theme.
<i>W-1 Write arguments to support claims in an analysis of substantive topics.</i>	<i>I can write arguments to my support claim</i>	<i>Students will write the final draft of their essay.</i>
<i>RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative; analyze the cumulative impact of specific word choices on meaning and tone</i>	<i>I can focus on words in the text that show revenge.</i>	<i>Students will begin reading the literature and focus on the revenge and the development of the main character.</i>

Key Vocabulary

cacophony	cordial	inhibit	revenge	*faux pas	*poignant
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Course/Grade Level: Sophomore English

Week: 8 (Sem 2)

Unit:
African Literature – The Thief and the Dogs

Evidence of Learning/Assessments
Formative: locating current article, character analysis, SAT essay
Summative: unit test, quizzes

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-10 Read and comprehend literature including stories, dramas, and poems.	I can present a strong analysis of this text.	Unit test.
SL-1 Initiate and participate effectively in a range of discussions. RI-1 Cite strong and thorough textual evidence to support analysis of the text	I can analyze informational text to determine revenge in current events.	Groups of students will get an article that reflects a current event in which revenge has taken place. They will determine the revenge and present it to the class.
L-1,2 Demonstrate command of the conventions of standard English grammar, punctuation, etc. RL, RI-1-6 Textual evidence, themes, impact of author’s choice, meanings of words and phrases, and point of view.	I can determine the correct form of punctuation necessary in a particular writing or read a passage for understanding and analysis.	Students will do some strategies for the SAT essay.
RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative; analyze the cumulative impact of specific word choices on meaning and tone	I can focus on words in the text that show revenge.	Students will continue reading the literature and focus on the revenge and the development of the main character.

Course/Grade Level: Sophomore English

Week: 9 (Sem 2)

Unit:
African Literature – The Thief and the Dogs

Evidence of Learning/Assessments
Formative: acrostic poem, stream of consciousness writing

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative; analyze the cumulative impact of specific word choices on meaning and tone	I can focus on words in the text that show revenge.	Students will continue reading the literature and focus on the revenge and the development of the main character.
W-3 Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	I can use the stream of consciousness technique to rewrite a scene from a specific character’s perspective.	Students will rewrite a scene from the novel using the stream of consciousness technique.
<i>W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task.</i>	<i>I can produce writing that accurately reflects the novel.</i>	<i>Students will create an acrostic poem based on the entire novel - reflecting the characters and the plot.</i>

Key Vocabulary

candor	enigma	*disheveled		
farce	nostalgia	*copious		

Course/Grade Level: Sophomore English

Week: 10 (Sem 2)

Unit:
African Literature – The Thief and the Dogs

Evidence of Learning/Assessments
Formative: chapter questions
Summative: revenge project

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative; analyze the cumulative impact of specific word choices on meaning and tone	I can focus on words in the text that show revenge.	Students will continue reading the literature and focus on the revenge and the development of the main character.
RL-10 Read and comprehend literature, including stories, dramas, and poems	I can create a project that reflects revenge in today’s world and in the setting of the novel as well.	Students will continue working on their revenge project.

Course/Grade Level: Sophomore English

Week: 11 (Sem 2)

Unit:
Russian Literature – Russian Short Stories

Evidence of Learning/Assessments
Formative: evaluation of prediction
Summative: project presentation, final quiz

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
SL-4 Present information, findings, and supporting evidence clearly, concisely.	I can present my findings to the class.	Students will present two of the pieces of their project to present to the class.
<i>RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i>	<i>I can use textual evidence to support my analysis of the text.</i>	<i>Students will read two selections on Russian culture. They will provide the main idea for each of the numbered paragraphs. They will also create a visual representation of the factual information in the text</i>
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task.	I can produce writing that accurately reflects the novel.	Students will create an acrostic poem based on the entire novel - reflecting the characters and the plot.

Key Vocabulary

abscond	contrary	*cynic
melancholy	prominent	*exhortation

Course/Grade Level: Sophomore English

Week: 12 (Sem 2)

Unit:
Russian Literature – Russian Short
Stories/Testing Week

Evidence of Learning/Assessments
Formative: artist drawings, reading and marking the text
Summative: questions

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
PSAT Test	I can do well on this challenge!	
RL-3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	I can analyze the characters and how they develop throughout the story.	To visualize the events of The Nose, students will view artist drawings of this short story.
RL-6 Determine an author’s point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature.	I can determine the author’s use of cultural experience in his writing.	Students will read and mark the text of this story.
RI-7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account	I can analyze various accounts in different mediums.	Students will view two videos as examples of satire. They will then look up other examples of satire in the media.

Course/Grade Level: Sophomore English

Week: 13 (Sem 2)

Unit:
Russian Literature – Russian Short Stories

Evidence of Learning/Assessments
Formative: marking text, Russian culture drawings, personality examples
Summative: *The Overcoat* questions

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-6 Determine an author’s point of view or cultural experience reflected in a work of literature from outside the U.S.	I can determine the author’s use of cultural experience in his writing.	Students will draw the different categories of Russian culture, using an article. Students will continue to read and mark <i>The Nose</i> of this story.
RI-7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account	I can analyze various accounts in different mediums.	Students will explore personality disorders in order to fully understand the difficulties present in our main character.
<i>RL-6 Determine an author’s point of view or cultural experience reflected in a work of literature from outside the U.S.</i>	<i>I can determine the author’s use of cultural experience in his writing.</i>	<i>Students will begin reading and analyzing <i>The Overcoat</i>, paying special attention to the main character and personality disorders.</i>

Key Vocabulary

expedite	reverie	subordinate	waver	*remorse	*irrefutable
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Course/Grade Level: Sophomore English

Week: 14 (Sem 2)

Unit:
Russian Literature – Russian Short Stories

Evidence of Learning/Assessments
Formative: discussion of story
Summative: literary terms analysis, personality disorder keynote

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-6 Determine an author’s point of view or cultural experience reflected in a work of literature from outside the U.S., drawing on a wide reading of world literature.	I can determine the author’s point of view as reflected in his story.	Students will continue to read and mark the text of this story.
<i>RL 1-6 Textual evidence, themes, impact of author’s choice, meanings of words and phrases, and point of view.</i>	<i>I can determine the literary strategies being used by the author.</i>	<i>Students will provide examples of literary terms as they are used by the author in the text.</i>
RI-7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account	I can analyze various accounts in different mediums.	Students will work on a personality disorder keynote where they will find two examples of six personality disorders and explain how the movie characters have those personality disorders.

Course/Grade Level: Sophomore English

Week: 15 (Sem 2)

Unit:
Russian Literature – Russian Plays

Evidence of Learning/Assessments

Formative: read plays

Summative: *The Nose* and *The Overcoat* quiz, verb tense summaries

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-6 Determine an author’s point of view or cultural experience reflected in a work of literature from outside the U.S.	I can determine the author’s point of view as reflected in his story.	Students will continue to read and mark the text of <i>The Overcoat</i> .
RL-5 Analyze how an author’s choices concerning structure of a text, order events within it and manipulate time create such effects as mystery, tension, or surprise	I can analyze the effectiveness of the author’s techniques.	The class will perform the first of our Russian plays – The Proposal – and discuss the way in which the author ordered the play to make it effective at making us laugh. <i>We will also read the second play.</i>
SL-5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	I can present the plot of the play in illustration.	Students will create a keynote of five slides that represent the plot of this first play.
W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task.	I can write a summary of the plays in past then present tense.	Students will write ½ page summary of the plays in past tense. They will then rewrite it using only present tense verbs.

Key Vocabulary

contrived	listles	servile	haggard	*commiserate	*disingenuous
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Course/Grade Level: Sophomore English

Week: 16 (Sem 2)

Unit:
Russian Literature – Comedy Plays

Evidence of Learning/Assessments

Formative: perform Russian plays

Summative: literary terms, keynote, *quiz on the four plays*

RL 1-6 Textual evidence, themes, impact of author's choice, meanings of words and phrases, and point of view.	I can determine the literary strategies being used by the author.	Students will provide examples of literary terms as they are used by the author in the text.
RL-5 Analyze how an author's choices concerning structure of a text, order events within it and manipulate time create such effects as mystery, tension, or surprise	I can analyze the effectiveness of the author's techniques.	The class will continue to perform and analyze the Russian plays. <i>Students will take a quiz over the 4 plays.</i>
SL-5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	I can present the plot of the play in illustration.	Students will create a keynote of five slides that represent the plot of the first two plays.

Course/Grade Level: Sophomore English

Week: 17 (Sem 2)

Unit:
Russian Literature – Comedy Plays – One Day in
the Life of Ivan Denisovich

Evidence of Learning/Assessments
Formative: perform Russian plays, webquest on the gulag archipelago
Summative: keynote, quiz on the four plays

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
RL-5 Analyze how an author's choices concerning structure of a text, order events within it and manipulate time create such effects as mystery, tension, or surprise	I can analyze the effectiveness of the author's techniques.	The class will continue to perform and analyze the Russian plays. Students will take a quiz over the 4 plays.
SL-5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	I can present the plot of the play in illustration.	Students will create a keynote of five slides that represent the plot of the last two plays. <i>Students will create a keynote on the four plays.</i>
RI-8 Delineate and 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	I can evaluate texts for credible information.	Students will do a webquest on the gulag archipelago.

Course/Grade Level: Sophomore English

Week: 18 (Sem 2)

Unit:
Russian Literature – Russian Novel – One Day in
the Life of Ivan Denisovich

Evidence of Learning/Assessments
Formative: artwork
Summative: literature connection, review keynote

Standards (Learning Targets)	“ I can ---- “	Instructional Strategies
SL-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 task.	I can present my visual representation of this portion of the novel.	Pairs of students will create images that reflect the scenes of this portion in the day of the life of Ivan Denisovich.
RL-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	I can determine the central idea of the text.	Students will write a connection to the literature based on the portion that we have read.
RL-10 Read and comprehend literature	I can show my understanding of Semester 2 Content.	Students will create a keynote summarizing each piece of literature they read this semester.