

West Deptford Public Schools: English Curriculum Map Based on 2010 NJ CCCS:

Resource Room English II

Time Interval / Content	Standards/ Strands	Essential Questions	Knowledge	Skills	Assessment	Resources
Unit 1: Is there a difference between reality and truth?	LA.9-10.RL.CCR.1 . LA.9-10.RL.9-10.1 LA.9-10.RL.CCR.2 LA.9-10.RL.9-10.2 LA.9-10.RL.CCR.3 LA.9-10.RL.9-10.3 LA.9-10.RL.CCR.10 LA.9-10. LA.9-10.SL.CCR.1 LA.9-10.SL.9-10.1 LA.9-10.SL.9-10.1.c LA.9-10.SL.9-10.1.d LA.9-10.SL.CCR.2 LA.9-10.SL.9-10.2 LA.9-10.SL.CCR.3 LA.9-10.SL.9-10.3 LA.9-10.SL.CCR.4 LA.9-10.SL.9-10.4 LA.9-10.SL.CCR.5 LA.9-10.SL.9-10.5 LA.9-10.SL.CCR. LA.9-10.SL.9-10.6 LA.9-10.L.CCR. LA.9-10.L.9-10. LA.9-10.L.9-10.1.a	Is there a difference between reality and truth? How do generations define themselves? How do we know what a person is really like? Does the reliability of a narrator change depending on the readers' perspective?	Elements of a short story Fiction and nonfiction Integrated Language skills	Identify the elements of a short story: Plot, conflict, setting, characters, theme, resolution Write examples of fiction and nonfiction Effectively using Informational texts Writing: autobiographical narrative Listening Speaking Language skills: nouns Literary Analysis: plot,	Class work Homework Quizzes Tests Essays Reading Logs/Journals Small group work Written reflections Open-Ended Responses Midterm Examination Presentations Projects Teacher Selected Projects	Teacher Selected Resources: Some examples: Prentice Hall Literature Text Online Materials <u>Night</u> by E. Wiesel <u>Monster</u> by W. D. Myers <u>12 Angry Men</u> by R. Rose

	LA.9-10.L.9-10.1.b LA.9-10.L.CCR. LA.9-10.L.9-10. LA.9-10.L.9-10.2. LA.9-10.L.9-10.2. LA.9-10.L.9-10.2. LA.9-10.L.CCR.3 LA.9-10.L.9-10.3 LA.9-10.L.CCR. LA.9-10.L.9-10.4 LA.9-10.L.9-10.4. LA.9-10.L.9-10.4. LA.9-10.L.9-10.4. LA.9-10.L.9-10.4.d LA.9-10.L.CCR.5 LA.9-10.L.9-10.5 LA.9-10.L.9-10.5.a LA.9-10.L.9-10.5.b LA.9-10.L.CCR.6 LA.9-10.L.9-10.6			foreshadowing, predicting, author's perspective, style, cause, effect		
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Time Interval / Content	Standards/ Strands	Essential Questions	Knowledge	Skills	Assessment	Resources
Unit Two: Can Progress be made without Conflict?	LA.9-10.RL.CCR. LA.9-10.RL.9-10. LA.9-10.RL.CCR. LA.9-10.RL.9-10. LA.9-10.RL.CCR.3 LA.9-10.RL.9-10. LA.9-10.RL.CCR. LA.9-10.RL.9-10.4	Can Progress be made without Conflict? How does an author's background influence his/her characters?	Exploring short stories Making inferences Understanding different time periods in	Identify the elements of a short story: Plot, conflict, setting, characters, theme, resolution Researching different time	Class work Homework Quizzes Tests Essays Reading Logs/Journals Small group work	Teacher Selected Resources: Some examples: Prentice Hall Literature Text Online Materials

	<p>LA.9-10.RL.CCR.10 LA.9-10.SL.CCR. LA.9-10.SL.9-10.1 LA.9-10.SL.9-10.1.c LA.9-10.SL.9-10.1.d LA.9-10.SL.CCR. LA.9-10.SL.9-10.2 LA.9-10.SL.CCR. LA.9-10.SL.9-10.3 LA.9-10.SL.CCR.4 LA.9-10.SL.9-10.4 LA.9-10.SL.CCR. LA.9-10.SL.9-10.5 LA.9-10.SL.CCR.6 LA.9-10.SL.9-10.6 LA.9-10.L.CCR. LA.9-10.L.9-10.1 LA.9-10.L.9-10.1. LA.9-10.L.9-10.1. LA.9-10.L.CCR.2 LA.9-10.L.9-10. LA.9-10.L.9-10.2.a LA.9-10.L.9-10.2.b LA.9-10.L.CCR. LA.9-10.L.9-10.3 LA.9-10.L.CCR.</p>	<p>How do people deal with confrontation? Misunderstanding? Can taking the life of another ever be justified?</p>	<p>history and the relationship to literature Understanding different cultures and the relationship to literature</p>	<p>periods in literature and reacting to it Researching different cultures in literature and reacting to it. Writing from different points of view Literary Analysis: Points of View, symbolism, allegory, word origins Language skills: verbs</p>	<p>Written reflections Open-Ended Responses Midterm Examination Presentations Projects Teacher Selected Projects</p>	<p><u>Night</u> by E. Wiesel <u>Monster</u> by W. D. Myers <u>12 Angry Men</u> by R. Rose</p>
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	LA.9-10.L.9-10.4 LA.9-10.L.9-10.4. LA.9-10.L.9-10.4. LA.9-10.L.9-10.4. LA.9-10.L.9-10.4.d LA.9-10.L.CCR.10 LA.9-10.L.9-10.5.a LA.9-10.L.9-10.5.b LA.9-10.L.CCR.6 LA.9-10.L.9-10.6					
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Unit Three: What kind of knowledge changes our lives?	LA.9-10.RL.CCR.1 LA.9-10.RL.9-10.1 LA.9-10.RL.CCR.2 LA.9-10.RL.9-10.2 LA.9-10.RL.CCR.3 LA.9-10.RL.9-10.3 LA.9-10.RL.CCR.4 LA.9-10.RL.9-10.4 LA.9-10.RL.CCR.10 LA.9-10.SL.CCR.10 LA.9-10.SL.9-10.1 LA.9-10.SL.9-10.1.c LA.9-10.SL.9-10.1.d LA.9-10.SL.CCR.2	How can writing be therapeutic? When can ambition be a bad thing? Does power ultimately corrupt? How does the authors' purposes impact on the writing?	Essays Speeches Reading types of writing	Writing Essays: narrative, descriptive, expository, persuasive, reflective Identifying: main idea, Giving Speeches: address, talk, oration, lecture Language skills: objects	Class work Homework Quizzes Tests Essays Reading Logs/Journals Small group work Written reflections Open-Ended Responses Midterm and Final Examination Presentations Projects Teacher Selected Projects	Teacher Selected Resources: Some examples: Prentice Hall Literature Text Online Materials <u>Night</u> by E. Wiesel <u>Monster</u> by W. D. Myers <u>12 Angry Men</u> by R. Rose

	LA.9-10.SL.9-10.2 LA.9-10.SL.CCR.3 LA.9-10.SL.9-10.3 LA.9-10.SL.CCR.4 LA.9-10.SL.9-10.4 LA.9-10.SL.CCR.5 LA.9-10.SL.9-10.5 LA.9-10.SL.CCR.6 LA.9-10.SL.9-10.6 LA.9-10.L.CCR.1 LA.9-10.L.9-10.1 LA.9-10.L.9-10.1.a LA.9-10.L.9-10.1.b LA.9-10.L.CCR. LA.9-10.L.9-10.2 LA.9-10.L.9-10.2.a LA.9-10.L.9-10.2.b LA.9-10.L.9-10.2.c LA.9-10.L.CCR.3 LA.9-10.L.9-10.3 LA.9-10.L.CCR.4 LA.9-10.L.9-10.4 LA.9-10.L.9-10.4.a LA.9-10.L.9-10.4.b LA.9-10.L.9-					
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Time Interval / Content	Standards/ Strands	Essential Questions	Knowledge	Skills	Assessment	Resources
Unit Four: Does all communication serve a positive purpose?	LA.9-10.RL.CCR.1 LA.9-10.RL.9-10.1 - LA.9-10.RL.CCR.2 - LA.9-10.RL.9-10.	Does all communication serve a positive purpose?	Poetry Reading Orally	Understanding the characteristics of poetry and utilize them in writing	Class work Homework Quizzes Tests Essays	Teacher Selected Resources: Some examples:

	<p>LA.9-10.RL.CCR. LA.9-10.RL.9-10.3 LA.9-10.RL.CCR.4 LA.9-10.RL.9-10.5 LA.9-10.RL.CCR.10 LA.9-10 LA.9-10.SL.CCR.1 LA.9-10.SL.9-10.1 LA.9-10.SL.9-10.1.c LA.9-10.SL.9-10.1.d LA.9-10.SL.CCR.2 LA.9-10.SL.9-10.2 LA.9-10.SL.CCR.3 LA.9-10.SL.9-10.3 LA.9-10.SL.CCR.4. LA.9-10.SL.9-10.4 LA.9-10.SL.CCR.5. LA.9-10.SL.9-10.5 LA.9-10.SL.CCR.6 LA.9-10.SL.9-10.6 LA.9-10.L.CCR.1 LA.9-10.L.9-10.1 LA.9-10.L.9-10.1.a LA.9-10.L.9-10.1.b LA.9-10.L.CCR.2 LA.9-10.L.9-10.2 LA.9-10.L.9-10.2.a LA.9-10.L.9-10.2. LA.9-10.L.9-10.2.c LA.9-10.L.CCR.3 LA.9-10.L.9-10.3 LA.9-10.L.CCR.4</p>	<p>How does communication impact our world?</p>		<p>Writing different types of poetry: narrative, dramatic, lyric, haiku, free verse, sonnet</p> <p>Language skills: prepositions</p> <p>Literary Analysis: metaphors, alliteration, assonance, consonance, onomatopoeia, paraphrase</p>	<p>Reading Logs/Journals Small group work Written reflections Open-Ended Responses Final Examination Presentations Projects Teacher Selected Projects</p>	<p>Prentice Hall Literature Text</p> <p>Online Materials</p> <p><u>Night</u> by E. Wiesel</p> <p><u>Monster</u> by W. D. Myers</p> <p><u>12 Angry Men</u> by R. Rose</p> <p>Poetry</p>
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	LA.9-10.L.9-10.4 LA.9-10.L.9-10.4.a LA.9-10.L.9-10.4.b LA.9-10.L.9-10.4.c LA.9-10.L.9-10.4.d LA.9-10.L.CCR.5 LA.9-10.L.9-10.5 LA.9-10.L.9-10.5.a LA.9-10.L.9-10.5.b LA.9-10.L.CCR.6 LA.9-10.L.9-10.6					
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Unit Five: To what extent does experience determine what we perceive? Can anyone be a hero?	LA.9-10.RL.CCR.1 LA.9-10.RL.9-10.1 LA.9-10.RL.CCR.2 LA.9-10.RL.9-10.2 LA.9-10.RL.CCR.3 LA.9-10.RL.9-10.3 LA.9-10.RL.CCR.4 LA.9-10.RL.9-10.4 LA.9-10.RL.CCR.10 LA.9-10. LA.9-10.SL.CCR. LA.9-10.SL.9-10.1 LA.9-10.SL.9-10.1.c LA.9-10.SL.9-10.1.d LA.9-10.SL.CCR.2 LA.9-10.SL.9-10.2 LA.9-10.SL.CCR.3	To what extent does experience determine what we perceive? Can anyone be a hero? How do individuals gain power in society? How do they lose it?	Drama Dramatic Speech	Identify the elements of drama: characters, conflict, plot, climax, resolution, acts, script, sets, props Compare and contrast the gods and goddess Literary Analysis: protagonist, antagonist, summarize	Class work Homework Quizzes Tests Essays Reading Logs/Journals Small group work Written reflections Open-Ended Responses Final Examination Presentations Projects Teacher Selected Projects	Teacher Selected Resources: Some examples: Prentice Hall Literature Text Online Materials <u>Night</u> by E. Wiesel <u>Monster</u> by W. D. Myers <u>12 Angry Men</u> by R. Rose Plays

	<p>LA.9-10.SL.9-10.3 LA.9-10.SL.CCR.4 LA.9-10.SL.9-10.4 LA.9-10.SL.CCR.5 LA.9-10.SL.9-10.5 LA.9-10.SL.CCR.6 LA.9-10.SL.9-10.6 LA.9-10.L.CCR.1 LA.9-10.L.9-10.1 LA.9-10.L.9-10.1.a LA.9-10.L.9-10.1.b LA.9-10.L.CCR. LA.9-10.L.9-10.2 LA.9-10.L.9-10.2.a LA.9-10.L.9-10.2.b LA.9-10.L.9-10.2.c LA.9-10.L.CCR.3 LA.9-10.L.9-10.3 LA.9-10.L.CCR.4 LA.9-10.L.9-10.4 LA.9-10.L.9-10.4.a LA.9-10.L.9-10.4.b LA.9-10.L.9-10.4.c LA.9-10.L.9-10.4. LA.9-10.L.CCR.5 LA.9-10.L.9-10.5 LA.9-10.L.9-10.5.a LA.9-10.L.9-10.5.b. LA.9-10.L.CCR.6 LA.9-10.L.9-10.6</p>			<p>Language Skills: sentences</p> <p>Researching different time periods in literature and reacting to it</p> <p>Researching different cultures in literature and reacting to it.</p>		
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