

**Unit Essential Questions:** What is the allure of fear?

- **Whole Class Learning:** How and when does imagination overcome reason?
- **Small-Group Learning:** In literature, how does a sense of uncertainty help to create an atmosphere of fear?
- **Performance-Based Assessment (Explanatory Essay):** In what ways does the transformation play a role in stories meant to scare us?

**Power Standards**

- 9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.5** Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
- 9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- 9-10.W.TTP.2.a** Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- 9-10.W.TTP.2.b** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- 9-10.W.TTP.2.c** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- 9-10.W.TTP.2.d** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 9-10.W.TTP.2.e** Use appropriate formatting, graphics, and multimedia to aid comprehension.
- 9-10.W.TTP.2.f** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 9-10.W.TTP.2.g** Establish and maintain a formal style and objective tone.
- 9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

**2022-23, ENGLISH II, All Units**

**Unit 2: *Outsiders and Outcasts***

**(September 19 – November 03)**

**Unit Essential Questions:** Do people need to belong?

- **Whole Class Learning:** Are outsiders simply those who are misjudged or misunderstood?
- **Small-Group Learning:** Is difference a weakness? Is sameness a strength?
- **Performance-Based Assessment (Argumentative Essay):** Is the experience of being an outsider universal?

**Power Standards**

**9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.

**9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

**9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

**9-10.RL.CS.5** Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

**9-10.RL.IKI.9** Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

**9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.

**9-10.W.TTP.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

**9-10.W.TTP.1.a** Introduce precise claim(s).

**9-10.W.TTP.1.b** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

**9-10.W.TTP.1.c** Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

**9-10.W.TTP.1.d** Provide a concluding statement or section that follows from and supports the argument presented.

**9-10.W.TTP.1.e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**9-10.W.TTP.1.f** Establish and maintain a formal style and objective tone.

**9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

**2022-23, ENGLISH II, All Units**

**Unit 3: *Extending Freedom's Reach***

**(November 04 – January 06)**

**Unit Essential Questions:** What is the relationship between power and freedom?

- **Whole Class Learning:** What can one person do to defend the human rights of all people?
- **Small-Group Learning:** When, if ever, are limits on freedom necessary?
- **Performance-Based Assessment (Informative Essay):** What does it mean to “be free”?

**Power Standards**

**9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.

**9-10.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**9-10.RI.CS.6** Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

**9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

**9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

**9-10.RL.IKI.9** Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

**9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

**9-10.W.TTP.2.a** Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

**9-10.W.TTP.2.b** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

**9-10.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

**9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

2022-23, ENGLISH II, All Units

Unit 4: *All That Glitters*

(January 09 – February 21)

**Unit Essential Questions:** What do our possessions reveal about us?

- **Whole Class Learning:** What does it mean to live a “life of luxury”?
- **Small-Group Learning:** Is it wrong to want more than you have or more than you can afford?
- **Performance-Based Assessment (Informative Essay):** How do we decide what we want versus what we need? What can result from an imbalance between want and need?

**Power Standards**

**9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.

**9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

**9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

**9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

**9-10.RL.CS.5** Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

**9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

**9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.

**9-10.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**9-10.RI.CS.5** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**9-10.RI.CS.6** Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

**9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

**9-10.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

**9-10.W.PDW.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

**9-10.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

2022-23, ENGLISH II, All Units

Unit 5: *Virtue and Vengeance*

(February 22 – April 11)

**Unit Essential Questions:** What motivates us to forgive?

- **Whole Class Learning:** Is there more value in vengeance or virtue?
- **Small-Group Learning:** Does forgiveness first require an apology?
- **Performance-Based Assessment (Argumentative Essay):** Can justice and forgiveness go hand in hand?

**Power Standards**

**9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

**9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

**9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

**9-10.RL.CS.5** Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

**9-10.RL.IKI.9** Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

**9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.

**9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.

**9-10.W.TTP.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

**9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

2022-23, ENGLISH II, All Units

Unit 6: *Blindness and Sight*

(April 12 – May 25)

Unit Essential Questions: What does it mean to see?

- **Whole Class Learning:** Can we see ourselves as clearly as others see us?
- **Small-Group Learning:** Can one have sight but no vision or vision but no sight?
- **Performance-Based Assessment (Nonfiction Narrative):** Is there a difference between seeing and knowing?

**Power Standards**

**9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.

**9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

**9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

**9-10.RL.CS.5** Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

**9-10.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**9-10.RI.CS.5** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**9-10.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

**9-10.W.TTP.3.b** Sequence events so that they build on one another to create a coherent whole.

**9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.