Callie Hohn

Curriculum Mapping

English II

2025-2026

Unit: *Brown Bag Speech*	*August - September*
Standards Taught	
9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text. 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) 9-10.W.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.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. 9-10.SL.3 Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence. 9-10.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. 9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses	

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who needed the extra help were allowed a separate setting. Students who are above average have the option to write well beyond the minimum requirement if obliged.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will write in a manner that is consistent to the task and audience.* *Students will follow MLA guidelines.* *Students will maintain clarity and focus in their writing.* *Students will correct their peers' writing.* *Students will deliver a speech based on their writing.* *Students will rehearse that speech so listeners will be able to follow along.*

		Students will evaluate the effectiveness of their peers' speeches. *Students will speak for a desired amount of time.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know how to write complete sentences.* *Know grammar rules.* *Know how to spell.* *Know how to speak in front of people.*	*Thesis* *Attention-getter* *Link* *Transition sentence* *Introduction* *Body* *Conclusion* *MLA header* *Run-ons* *Fragments* *Poise*	*Outline* *Written speech* *Peer editing* *Notecard* *Speaker Evaluations* *Speech presentation* *DOL sentences* *DOL Quiz* *Word of the Week*
Reflection: This unit is very effective in helping students grasp the flow and rigor of speaking in front of an audience. It introduces them to how the rest of the course is going to feel and the level of effort they will have to use to do well on their future speeches. The brown bag speech allows them to experience all of this while still showing and explaining objects that they have a lot of knowledge on.	**Essential Questions:** • *How do you write a speech?* • *How do you write a thesis?* • *How do you write a conclusion?* • *How do you effectively organize a paper?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?* • *How do you deliver a speech?* • *What are behaviors that speakers do that may distract the audience?* • *How do you effectively prepare for a speech?* • *What words do you put on a notecard to help with delivering the speech?* • *What are characteristics of a well-delivered speech?*	
Relevance	Students will begin to understand how to deliver a speech. The first speech is the "easiest" because they are talking about objects that they are passionate about and should have plenty to share but also getting a taste for how daunting speaking in front of people can be. Not only will students be able to use what they learn from this speech in a cross-curricular manner, but also throughout the rest of their life when speaking publicly may be required of them.	

Unit: *Informative Speech*	*September*

Standards Taught
9-10.W.2 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. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) 9-10.W.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.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. 9-10.SL.3 Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence. 9-10.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. 9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need the extra help are allowed a separate setting. Students who are above average have the option to write well beyond the minimum requirement if obliged.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will write a formal research paper using in-text citations.* *Students will choose credible sources and summarize, assess, and reflect on why that source is credible.* *Students will follow MLA guidelines.* *Students will maintain clarity and focus.* *Students will correct their peers' writing.* *Students will deliver a speech based on their writing.* *Students will rehearse that speech so listeners will be able to follow along.* *Students will speak for a desired amount of time.*

		Students will evaluate the effectiveness of their peers' speeches. *Students will create a visual aid to help the audience follow the information being presented.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know how to write complete sentences.* *Know grammar rules.* *Know how to spell.* *Know how to research.* *Know how to deliver a speech.*	*In-text citation* *Bibliography* *Outline* *Paraphrase* *Thesis* *Attention-getter* *Link* *Transition sentence* *Introduction* *Body* *Conclusion* *MLA header* *Run-ons* *Fragments* *Visual Aid*	*Outline* *Written speech* *Peer editing* *Notecard* *Speech presentation* *Visual Aid* *Speaker Evaluation* *DOL sentences* *DOL Quiz* *Word of the Week*
Reflection: This unit is very effective in continuing to work on the researching skills that students were introduced to in English I. It also introduces them to delivering a speech with the help of a visual aid. Students must be able to deliver their information while not allowing their visual aid to become a distraction.	**Essential Questions:** • *How do you write an informative research paper?* • *What is the difference between paraphrasing and directly quoting information from a source?* • *How do you cite a source?* • *How do you use in-text citations?* • *How do you organize a work cited page?* • *How do you know if a source is credible?* • *How do you effectively organize a paper?* • *How do you create a visual aid that is easy for an audience to follow?* • *How do you create a notecard that aids in your speech delivery?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?* • *What are characteristics of a well-delivered speech?*	
Relevance	Students will know how to present their findings to an audience. This is a skill that can be used in a cross-curricular manner and be used throughout the rest of a student's life as	

	they may encounter a circumstance where they would be an expert in any field that must share their knowledge.

Unit: *Demonstration Speech*	*September-October*
Standards Taught	
9-10.W.2 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. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) 9-10.W.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.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. 9-10.SL.3 Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence. 9-10.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. 9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	

9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. Students who are above average have the option to write well beyond the minimum requirement if obliged.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will write a paper about how to demonstrate a skill.* *Students will demonstrate that skill for the class.* *Students will evaluate their peers' speaking abilities.* *Students will follow MLA guidelines.* *Students will maintain clarity and focus.* *Students will correct their peers' writing.* *Students will speak for a desired amount of time.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read.	*Outline*	*Outline*

Know grammar rules. *Know how to spell.* *Know how to deliver a speech* *Know how to do the skill they will demonstrate*	*Paraphrase* *Thesis* *Attention-getter* *Link* *Transition sentence* *Introduction* *Body* *Conclusion* *MLA header* *Run-ons* *Fragments*	*Written speech* *Peer edit* *Speech presentation* *Speaker evaluations* *Notecard* *DOL sentences* *DOL Quiz* *Word of the Week* *Vocab Quiz*
Reflection: This unit is very effective in showing students that it is a lot harder than one thinks to demonstrate skills that may come naturally to them. Showing peers how to do something that they have known how to do can be challenging, and the length of time that students need to speak for pushes them to completely break down their demonstrations step by step.	**Essential Questions:** • *How do you write a thesis?* • *How do you write a conclusion?* • *How do you effectively organize a paper?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?* • *How do you deliver a speech?* • *What are behaviors that speakers do that may distract the audience?* • *How do you effectively prepare for a speech?* • *What words do you put on a notecard to help with delivering the speech?* • *How do you demonstrate a skill so that everyone in the room is able to replicate what they are being shown?* • *What are characteristics of a well-delivered speech?*	
Relevance	Students demonstrate how to do skills in front of an audience. This has relevance throughout their academic careers and for every potential career that they will encounter for the rest of their lives.	

Unit: *Persuasive Speech*	*October-November*
Standards Taught	
9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and	

evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented
9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
9-10.W.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.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
9-10.SL.3 Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence.
9-10.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.
9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. *Students who are above average have the option to write well beyond the minimum requirement if obliged.*	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will write a persuasive paper.* *Students will persuade their audience to believe similarly to them using ethos, pathos, and logos.* *Students will evaluate their peers' speaking abilities.* *Students will follow MLA guidelines.* *Students will maintain clarity and focus.* *Students will correct their peers' writing.* *Students will speak for a desired amount of time.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know grammar rules. *Know how to spell.* *Know how to deliver a speech* *Know how to create a visual aid*	*Ethos* *Pathos* *Logos* *Persuade* *Counterargument* *Outline* *Paraphrase* *Thesis* *Attention-getter* *Link* *Transition sentence* *Introduction* *Body* *Conclusion*	*Outline* *Written speech* *Peer edits* *Speech presentation* *Speaker evaluations* *Visual aid* *Notecard* *DOL sentences* *DOL Quiz* *Word of the Week*

	MLA header *Run-ons* *Fragments*	
Reflection: This is, in my opinion, the hardest speech because of how difficult it can be to properly persuade your audience on the topic. Understanding how people can be persuaded and finding good information to support an argument is essential in rigorous academic and career pursuits.	**Essential Questions:** • *How do you write a thesis?* • *How do you write a conclusion?* • *How do you effectively organize a paper?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?* • *How do you deliver a speech?* • *What are behaviors that speakers do that may distract the audience?* • *How do you effectively prepare for a speech?* • *What words do you put on a notecard to help with delivering the speech?* • *How do you persuade an audience to think similarly to you?* • *How do you employ ethos, pathos, and logos in an argument?* • *What are characteristics of a well-delivered speech?*	
Relevance	Students form opinions in every area of their life, and if they want to share those opinions with others to perhaps persuade them to think similarly, they need to understand what facilitates strong persuasion. This has cross-curricular applications as well as in everyday life.	

Unit: *Entertainment Speech*	*November-December*
Standards Taught	
9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text. 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.	

9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
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9-10.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.
9-10.SL.6 Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**

<table>
<tr><td>Students who need extra help are allowed a separate setting.
Students who are above average have the option to write well beyond the minimum requirement if obliged.
Students have the option to work with a partner on this speech if they so choose.</td><td>The classroom environment is structured and has procedures in place.</td><td>Students will correct grammatically incorrect sentences as given by the teacher.
Students will write a narrative.
Students will entertain their audience.
Students will evaluate their peers' speaking abilities.
Students will follow MLA guidelines.
Students will maintain clarity and focus.
Students will correct their peers' writing.
Students will speak for a desired amount of time.
Students will utilize grade specific vocabulary.</td></tr>
<tr><td>Prior Knowledge Needed</td><td>Vocabulary</td><td>Assessments</td></tr>
<tr><td>Know how to read.
Know grammar rules.
Know how to spell.
Know how to deliver a speech</td><td>Outline
Thesis
Attention-getter
Link
Transition sentence
Introduction
Body
Conclusion
MLA header
Run-ons
Fragments
Commencement
Acceptance</td><td>Outline
Written speech
Peer edit
Notecard
Speech presentation
Speaker evaluations
DOL sentences
DOL Quiz
Vocab Quiz
Word of the Week</td></tr>
<tr><td>Reflection:

This is the last speech of the semester, and by this speech, students know the dos and don'ts well. They know what to do to prepare themselves, and this speech is a fun way to end the year. I tell them that this speech is the most applicable to real life speeches</td><td colspan="2">Essential Questions:
How do you write a thesis?
How do you write a conclusion?
How do you effectively organize a paper?
How do you maintain proper grammar?
How do you use new vocabulary in a sentence?
How do you deliver a speech?
What are behaviors that speakers do that may distract the audience?
How do you effectively prepare for a speech?</td></tr>
</table>

because their will come a time where they may be given an award, must present an award, be a maid-of-honor/best man, or maybe they are aspiring comedians. Whatever the case may be, this speech is short in form but is the easiest for students to connect to real-world situations.	• *What words do you put on a notecard to help with delivering the speech?* • *How do you keep an audience entertained?* • *What are characteristics of a well-delivered speech?*
Relevance	Students deliver a short speech about an imaginary circumstance with the goal of entertaining their audience. This speech has the greatest application with real-world situations.

Unit: *To Kill a Mockingbird*	*January-February*
Standards Taught	
9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the 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). 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to historical contexts.* *Students will analyze figurative language.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to spell.* *Know how to use textual evidence*	*Theme* *Summary* *Evidence* *Characterization* *Plot* *Textual evidence* *Jim Crow* *Great Depression* *Bildungsroman*	*Reading responses* *Choiceboard assessment* *Movie responses* *DOL sentences* *DOL Quiz* *Word of the Week*
Reflection: This unit is very effective in offering different perspectives	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?*	

from voices of a time long passed. Harper Lee introduces students to growth, injustice, and uncomfortable social conditions.	• *What is the theme?* • *How do you answer analytical questions using evidence from the text?* • *How does knowing historical background aid in understanding characters' thoughts and feelings?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*
Relevance	Students will read the *To Kill a Mockingbird* as this work is closely alluded to in the following unit. It also has deep historical context and themes from the novel are still highly applicable.

Unit: *The Hunger Games*	*February-April*
Standards Taught	
9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the 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). 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment 9-10.RL.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.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly	

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to other texts.* *Students will be introduced to the dystopian genre.* *Students will analyze figurative language.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to spell.* *Know how to use textual evidence*	*Theme* *Summary* *Evidence* *Characterization* *Plot* *Textual evidence* *Dystopia* *Bildungsroman*	*Reading responses* *Mock reaping* *Training Day assessment* *Movie responses* *DOL sentences* *DOL Quiz* *Word of the Week* *Vocab Quiz*

Reflection: This unit is very effective in allowing students to think about how the actions of leaders today might affect the generations to come. Suzanne Collins critiques government policies and social injustices in an engaging way that leaves an impression on readers.	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *How do you answer analytical questions using evidence from the text?* • *How does knowing the background of why the author wrote the novel aid in understanding characters' thoughts and feelings?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*
Relevance	Students will read *The Hunger Games* as this work allows students to think of cause in effect and the implications the choices we make today have on future generations.

Unit: *Challenging the System*	*April-May*
Standards Taught	
9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the 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). 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 9–10 text complexity band independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses	

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who need extra help are allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze allusions to other texts.* *Students will be introduced to multiple perspectives from authors all over the world.* *Students will analyze figurative language.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.*	*Theme* *Summary*	*Reading responses* *Choiceboard assessment*

Know how to spell. *Know how to use textual evidence*	*Evidence* *Characterization* *Plot* *Textual evidence*	*DOL sentences* *DOL Quiz* *Word of the Week* *Vocab Quiz*
Reflection: This unit closely relates to both novels that were read previously. Both Scout and Katniss are either actively challenging or watching others challenge the system that has been set before them. This explores more examples of characters rising to the occasion to challenge an oppressive other.	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *How do the characters in the various stories challenge the system?* • *How do you answer analytical questions using evidence from the text?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	After reading *To Kill a Mockingbird* and *The Hunger Games*, students explore other systems that can be challenging and how characters can overcome those challenges. They can draw connections to political and social challenges in current society.	