

Sheridan County School District 1
Pacing Guide & Curriculum: HS English 2
 Revisions: strikethrough items no longer needed. New in blue.

*Priority/Essential Outcomes						
	Outcome Description	Month Taught	Quarter Assessed			
			1	2	3	4
LA.10.1	Students will analyze how an author uses rhetoric to develop and advance a specific purpose, using varied transitions, citing textual evidence, and explaining how the elements of rhetoric are employed.	Aug/Sept 2 weeks	X			
LA.10.2	Students will analyze the development of a central idea over the course of a single informational text to evaluate the validity of an author's argument by citing textual evidence, using annotations, and answering questions.	Sept-Oct 3 weeks	X			
LA.10.3	Students will compose and perform argumentative pieces to include a precise claim in a three-point thesis structure, formal style and tone, counterclaims, and a conclusion.	Oct - Nov 2 weeks		X		
LA.10.4	Students will write and perform a debate demonstrating the ability to: construct an argument, predict opposing perspectives, and refute counterclaims with evidence.	Dec 3 weeks		X		
LA.10.5	Students will analyze an author's use of figurative language, specific word choice, and text structure to determine the central theme in short fiction.	Jan			X	
LA.10.6	Students will: effectively lead and participate in a range of collaborative discussions (small group, teacher-led, and student-led) based on literature that reflects a specific cultural context by clearly expressing evidence-supported ideas, as well as clarifying, challenging and building on others' ideas, while maintaining a focus on literary devices and secondary themes.	Feb			X	
LA.10.7	Students will: analyze an author's use of secondary themes, literary devices/elements (symbolism, extended metaphor, word choice, plot structure, etc.) and the development of characters throughout a text to determine how they build and develop a work's central theme.	March-May				X
LA.10.8	Students will compose informative pieces of writing using journalistic conventions and style to include a lead, inverted pyramid structure, AP-style attribution, and objectivity.	May				X
LA.10.9	Students will demonstrate command of the conventions of standard English grammar and usage when writing.	Aug-May	X	X	X	X

English 2 Purpose	READING LITERATURE: Students will analyze the development of a theme and main idea across a single text. WRITING: Students will compose a variety of pieces with an emphasis on rhetoric and journalism. SPEAKING/LISTENING: Students will present argumentative speeches to demonstrate rhetorical skills and physical presence.	
Unit Outcome LA.E10.1 Writing	Students will analyze how an author uses rhetoric to develop and advance a specific purpose, using varied transitions, citing textual evidence, and explaining how the elements of rhetoric are employed.	
LA.E10.1.1	Determine an author's purpose in a text	
LA.E10.1.2	Write a topic sentence introducing a precise claim	10.W.2a
LA.E10.1.3	Identify rhetorical elements (ethos, logos, pathos, refrain, hyperbole, metaphor, allusion)	10.W.2c
LA.E10.1.4	Cite textual evidence relating to the use of rhetoric	10.W.2c
LA.E10.1.5	Explain how the author uses rhetorical elements to effectively accomplish his purpose	10.W.9
LA.E10.1.6	Provide a concluding statement that summarizes the central ideas	10.W.2a&c, 4,5,9
Unit Outcome LA.E10.2 Rdg-Inform. Text	Students will analyze the development of a central idea over the course of a single informational text to evaluate the validity of an author's argument by citing textual evidence, using annotations, and answering questions.	
LA.E10.2.1	Cite strong and thorough textual evidence to support the central idea	10.RI.1,2
LA.E10.2.2	Differentiate between essential and non-essential supporting details using annotations	10.RI.5
LA.E10.2.3	Evaluate the argument and specific claims, assessing whether the reasoning is valid and the evidence is relevant	10.RI.8
LA.E10.2.4	Answer questions about persuasive informational text (comprehension, main idea, supporting details, inference, contextual vocabulary)	10.W.9, 10.RL.10
Unit Outcome LA.E.10.3 Writing	Students will compose and perform argumentative pieces to include a precise claim in a three-point thesis structure, formal style and tone, counterclaims, and a conclusion.	
LA.E10.3.1	Introduce precise claim(s), distinguish the claim from opposing claims, and create an organization that establishes clear relationships among evidence	10.W.1a
LA.E10.3.2	Write a three-point thesis that states a precise claim.	10.W.2
LA.E10.3.3	Establish and maintain a formal style and tone	10.W.1d
LA.E10.3.4	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both	10.W.1b
LA.E10.3.5	Provide a concluding section that supports the argument presented	10.W.1e
LA.E10.3.6	Compose a formal argumentative three-point thesis essay	10.W.1,2
LA.E10.3.7	Adapt a speech to a variety of contexts and tasks	10.SL.10.6
Unit Outcome LA.E10.4 Speaking & Listening	Students will write and perform a debate demonstrating the ability to: construct an argument, predict opposing perspectives, and refute counterclaims with evidence.	
LA.E10.4.1	Construct an argument based on a specific claim about a given topic	10.W.1
LA.E10.4.2	Predict opposing perspectives on a given topic	10.W.1a
LA.E10.4.3	Refute counterclaims using evidence as support	10.W.1b
LA.E10.4.4	Cite evidence from research to inform debate	10.W.7

LA.E10.4.5	Perform impromptu debates on given topics, acknowledging and refuting opposing claims	10.SL.6
LA.E10.4.6	Outline a speech that demonstrates effective organization, development, and evidence.	10.SL.4
LA.E10.4.7	Present information, findings and supporting evidence so that listeners can follow the line of reasoning	10.SL.4
Unit Outcome LA.E10.5 Rdg-literature	Students will analyze an author's use of figurative language, specific word choice, and text structure to determine the central theme in short fiction.	
LA.E10.5.1	Identify the use of symbolism in a short story.	10.RI.1,2
LA.E10.5.2	Identify and analyze the development of characters over the course of a text	
LA.E10.5.3	Analyze specific word choices to determine their impact on theme.	10.RI.5
LA.E10.5.4	Analyze an author's structural choices to determine their impact on mood, tone, and meaning.	10.RI.8
LA.E10.5.5	Analyze specific symbols to determine how they impact theme.	10.W.9, 10.RL.10
Unit Outcome LA.E.10.6 Literary Terms	Students will: effectively lead and participate in a range of collaborative discussions (small group, teacher-led, and student-led) based on literature that reflects a specific cultural context by clearly expressing evidence-supported ideas, as well as clarifying, challenging and building on others' ideas, while maintaining a focus on literary devices and secondary themes.	
LA.E10.6.1	Arrive for discussions prepared, having read and annotated assigned material.	10.SL 1A
LA.E10.6.2	Use textual evidence established in annotations to defend secondary themes as they appear in the novel.	10.SL 1A 10.RL 1
LA.E10.6.3	Move discussions forward by asking and responding to questions that relate the current discussion to broader themes or larger ideas from the novel.	10.SL 1C
LA.E10.6.4	Actively incorporate others into the discussion by challenging, clarifying, or questioning various perspectives.	10.SL 1C
LA.E10.6.5	Build on diverse perspectives by summarizing points of agreement and disagreement, justifying or qualifying views, and making new connections.	10.SL 1D
LA.E10.6.6	Analyze a cultural experience reflected in a work to determine how social/historical context thematically influences the text.	10.RL 6
Unit Outcome LA.E.10.7 Reading	Students will: analyze an author's use of secondary themes, literary devices/elements (symbolism, extended metaphor, word choice, plot structure, etc.) and the development of characters throughout a text to determine how they build and develop a work's central theme.	
LA.E10.7.1	Analyze the use of specific literary devices in a novel (symbolism, extended metaphor , word choice).	10.RL 4
LA.E10.7.2	Analyze an author's use of secondary themes to determine how they build and develop a work's central theme.	10.RL.2
LA.E10.7.3	Analyze the development of characters and their interactions with one another to determine how they influence the central theme.	10.RL.3
LA.E10.7.4	Analyze specific examples of literary devices/elements from a novel to determine how they influence theme.	10.RL.6
Unit Outcome LA.E.10.8 Writing	Students will compose informative pieces of writing using journalistic conventions and style to include a lead, inverted pyramid structure, AP-style attribution, and objectivity.	

LA.E10.8.1	Compose a lead that prioritizes information: who, what, when, where, why and how	10.W.2
LA.E10.8.2	Organize information using inverted pyramid structure	10.W.4
LA.E10.8.3	Attribute and integrate quotations using AP-style	10.W.8
LA.E10.8.4	Write without bias in order to maintain objectivity	10.W.2e
LA.E10.8.5	Compose an informative piece of writing that adheres to journalistic conventions	10.W.2,4,8
Unit Outcome LA. 10.9 Language	Students will demonstrate command of the conventions of standard English grammar and usage when writing.	
LA.E10.9.1	Use parallel structure	8.L.1d, 10.L.1b
LA.E10.9.2	Use various types of modifying phrases	L.9-10.1.b
LA.E10.9.3	Use noun, adjective, and adverbial clauses	10.L.2a
LA.E10.9.4	Use a conjunctive adverb to link two or more closely related independent clauses	L.9.10.2a
LA.E10.9.5	Demonstrate command of the conventions of standard English grammar and usage when writing	L.9-12.1