

**RIDGECROFT SCHOOL
ENGLISH LANGUAGE ARTS PLANNING GUIDE**

**ENGLISH II
WORLD LITERATURE**

This guide consists of three parts: a Pacing Guide, the NC Standard Course of Study, and the Writing Portfolio Requirements for English II.

*Grammar and Vocabulary lessons will be integrated.

PACING GUIDE

TOPICS/CONCEPTS	TIME	OBJECTIVES	RESOURCE(S) TEXTBOOK	WRITING PORTFOLIO/ LITERARY ELEMENTS
FIRST GRADING PERIOD				
SUMMER READING DISCUSSION CLASSICS OF WORLD LITERATURE/ANCIENT MIDDLE EAST & ITALY-EPICS	5	1.01, 1.02, 1.03, 4.01, 4.02, 4.03, 4.04, 5.03, 6.01, 6.02	SELECTIONS • Epic of Gilgamesh • The Inferno	1. Allegory and Imagery 2. Comparison & Contrast
SUSPENSE/ANCIENT GREECE- EPIC PLAY STUDY	25	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	• The Iliad • A Midsummer Night's Dream	1. Myth & Epic Poetry 2. Editorial
SECOND GRADING PERIOD				
STRIVING FOR SUCCESS / RUSSIA-SHORT STORY SOUTH AFRICA-NOVEL	30	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	• How Much Land Does A Man Need? • Ha'Penny • Cry, The Beloved Country	1. Parable 2. Characterizatio n 3. Theme
THIRD GRADING PERIOD				
EXPANDING HORIZONS/NIGERIA-SHORT STORY NORWAY-POEM & DRAMA PLAY	30	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	• Civil Peace • In The Orchard • A Doll's House	1. Speaker 2. Monologue 3. Dramatic Scene 4. Biographical Sketch
FOURTH GRADING PERIOD				
ANCIENT GREECE-GREEK THEATRE POETRY	30	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	• Antigone • Various Selected Poems	1. Protagonist/Ant agonist 2. Tragic Character 3. Musical Devices

				4. Figurative Language
FIFTH GRADING PERIOD				
NOVEL STUDY	30	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	• Animal Farm	1. Assuming the Point of View of a Character
SIXTH GRADING PERIOD				
NOVEL STUDY	30	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	• Frankenstein	1. Analyzing the Narrator

NORTH CAROLINA STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study for English II specifies objectives that teachers will use as a foundation to spiral instruction throughout the school year.

WORLD LITERATURE

Students in English II read, discuss, and write about both classical and contemporary world literature (excluding British and American authors) through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, informational/explanatory, critical, argumentative and literary purposes, although emphasis will be placed on explanatory contexts. In addition to literature study, students will:

- Examine non-literary texts related to cultural studies.
- Research material to use primarily in clarifying their own explanatory responses to situations and literary-based issues.
- Critically interpret and evaluate experiences, literature, language, and ideas.
- Use standard grammatical conventions and select features of language appropriate to purpose, audience, and context of the work.

Strands: Oral Language, Written Language, and Other Media/Technology

COMPETENCY GOAL 1: THE LEARNER WILL REACT TO AND REFLECT UPON PRINT AND NON-PRINT TEXT AND PERSONAL EXPERIENCES BY EXAMINING SITUATIONS FROM BOTH SUBJECTIVE AND OBJECTIVE PERSPECTIVES.

1.01 Produce reminiscences (about a person, event, object, place, animal) that engage the audience by:

- Using specific and sensory details with purpose.
- Explaining the significance of the reminiscence from an objective perspective.
- Moving effectively between past and present.
- Recreating the mood felt by the author during the reminiscence.

1.02 Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts by:

- Relating personal knowledge to textual information or class discussion.
- Showing an awareness of one's own culture as well as the cultures of others.
- Exhibiting an awareness of culture in which text is set or in which text was written.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:

- Selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- Providing textual evidence to support understanding of and reader's response to text.
- Demonstrating comprehension of main idea and supporting details.
- Summarizing key events and/or points from text.
- Making inferences, predicting, and drawing conclusions based on text.

<ul style="list-style-type: none"> • Explaining how culture affects personal responses. • Demonstrating an understanding of media's impact on personal responses and cultural analyses. 	<ul style="list-style-type: none"> • Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • Making connections between works, self and related topics. • Analyzing and evaluating the effects of author's craft and style. • Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • Identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 2: THE LEARNER WILL EVALUATE PROBLEMS, EXAMINE CAUSE/EFFECT RELATIONSHIPS, AND ANSWER RESEARCH QUESTIONS TO INFORM AN AUDIENCE.

<p>2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • Selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • Providing textual evidence to support understanding of and reader's response to text. • Demonstrating comprehension of main idea and supporting details. • Summarizing key events and/or points from text. • Making inferences, predicting, and drawing conclusions based on text. • Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • Making connections between works, self and related topics. • Analyzing and evaluating the effects of author's craft and style. • Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • Identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. 	<p>2.02 Create responses that examine a cause/effect relationship among events by:</p> <ul style="list-style-type: none"> • Effectively summarizing situations. • Showing a clear, logical connection among events. • Logically organizing connections by transitioning between points. • Developing appropriate strategies such as graphics, essays, and multimedia presentations to illustrate points. <p>2.03 Pose questions prompted by texts (such as the impact of imperialism on Things Fall Apart) and research answers by:</p> <ul style="list-style-type: none"> • Accessing cultural information or explanations from print and nonprime media sources. • Prioritizing and organizing information to construct a complete and reasonable explanation.
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COMPETENCY GOAL 3: THE LEARNER WILL DEFEND ARGUMENTATIVE POSITIONS ON LITERARY OR NONLITERARY ISSUES.

<p>3.01 Examine controversial issues by:</p> <ul style="list-style-type: none"> • Sharing and evaluating initial personal response. • Researching and summarizing printed data. • Developing a framework in which to discuss the issue (creating a context). • Compiling personal responses and researched data to organize the argument. • Presenting data in such forms as a graphic, an essay, a speech, or a video. 	<p>3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • Selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
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<p>3.02 Produce editorials or responses to editorials for a neutral audience by providing:</p> <ul style="list-style-type: none"> • A clearly stated position or proposed solution. • Relevant, reliable support. <p>3.03 Respond to issues in literature in such a way that:</p> <ul style="list-style-type: none"> • Requires gathering of information to prove a particular point. • Effectively uses reason and evidence to prove a given point. • Emphasizes culturally significant events. 	<ul style="list-style-type: none"> • Providing textual evidence to support understanding of and reader's response to text. • Demonstrating comprehension of main idea and supporting details. • Summarizing key events and/or points from text. • Making inferences, predicting, and drawing conclusions based on text. • Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • Making connections between works, self and related topics. • Analyzing and evaluating the effects of author's craft and style. • Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • Identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 4: THE LEARNER WILL CRITICALLY INTERPRET AND EVALUATE EXPERIENCES, LITERATURE, LANGUAGE, AND IDEAS.

<p>4.01 Interpret a real-world event in a way that:</p> <ul style="list-style-type: none"> • Makes generalizations about the event supported by specific references. • Reflects on observation and shows how the event affected the current viewpoint. • Distinguishes fact from fiction and recognizes personal bias. <p>4.02 Analyze thematic connections among literary works by:</p> <ul style="list-style-type: none"> • Showing an understanding of cultural context. • Using specific references from texts to show how a theme is universal. • Examining how elements such as irony and symbolism impact theme. <p>4.03 Analyze the ideas of others by identifying the ways in which writers:</p> <ul style="list-style-type: none"> • Introduce and develop a main idea. • Choose and incorporate significant, supporting, relevant details. • Relate the structure/organization to the ideas. • Use effective word choice as a basis for coherence. • Achieve a sense of completeness and closure. <p>4.04 Evaluate the information, explanations, or ideas of others by:</p> <ul style="list-style-type: none"> • Identifying clear, reasonable criteria for evaluation. • Applying those criteria using reasoning and substantiation... 	<p>4.05 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • Selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • Providing textual evidence to support understanding of and reader's response to text. • Demonstrating comprehension of main idea and supporting details. • Summarizing key events and/or points from text. • Making inferences, predicting, and drawing conclusions based on text. • Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • Making connections between works, self and related topics. • Analyzing and evaluating the effects of author's craft and style. • Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • Identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 5: THE LEARNER WILL DEMONSTRATE UNDERSTANDING OF SELECTED WORLD LITERATURE THROUGH INTERPRETATION AND ANALYSIS.

<p>5.01 Read and analyze selected works of world literature by:</p>	<p>5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print</p>
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<ul style="list-style-type: none"> Using effective strategies for preparation, engagement, and reflection. Building on prior knowledge of the characteristics of literary genres, including fiction, non-fiction, drama, and poetry, and exploring how those characteristics apply to literature of world cultures. Analyzing literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, situational irony, and imagery and explaining their effect on the work of world literature. Analyzing the importance of tone and mood. Analyzing archetypal characters, themes, and settings in world literature. Making comparisons and connections between historical and contemporary issues. Understanding the importance of cultural and historical impact on literary texts. <p>5.02 Demonstrate increasing comprehension and ability to respond personally to texts by:</p> <ul style="list-style-type: none"> Selecting and exploring a wide range of works which relate to an issue, author, or theme of world literature. Documenting the reading of student-chosen works. 	<p>literacy texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> Selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. Providing textual evidence to support understanding of and reader's response to text. Demonstrating comprehension of main idea and supporting details. Summarizing key events and/or points from text. Making inferences, predicting, and drawing conclusions based on text. Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. Making connections between works, self and related topics. Analyzing and evaluating the effects of author's craft and style. Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. Identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 6: THE LEARNER WILL APPLY CONVENTIONS OF GRAMMAR AND LANGUAGE USAGE.

<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> Employing varying sentence structures (e.g., inversion, introductory phrases) and sentence types (e.g., simple, compound, complex, compound-complex). Analyzing authors' choice of words, sentence structure, and use of language. Using word recognition strategies to understand vocabulary and exact word choice (Greek, Latin roots and affixes, analogies, idioms, denotation, and connotation). Using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases. Examining textual and classroom language for elements such as idioms, denotation, and connotation to apply effectively in own writing/speaking. Using correct form/format for essays, business letters, research papers, bibliographies. Using language effectively to create mood and tone. 	<p>6.02 Edit for:</p> <ul style="list-style-type: none"> Subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences. Appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks). Parallel structure. Clichés trite expressions. Spelling.
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WRITING PORTFOLIO REQUIREMENTS

1. A sample of each product should be provided a minimum of 2 times per year; beginning and end of year to show growth over time.
2. Products should show evidence of planning, drafting, revising, editing and closure or publishing depending on which stage/s of the process are being worked on for that particular piece of writing.

STUDENT NAME:	DUE DATE	GRADE
FOCUS: WORLD		
REMINISCENCES about a person, event, object, place, animal: (1.01)		
REFLECTIVE RESPONSE: (1) Journal entry, essay, letter, dialogue (1.02) (2) Examination of a cause/effect relationship (2.02), (3) response to an editorial (3.02), and (4) response to an issue in literature (3.03)		
RESEARCH: (2.01, 2.02, 2.03, 2.04)		
ARGUMENT: (1) position on literary or nonliterary issue (3.01, 3.02, 3.03, 3.04)		
ANALYSIS OF TEXT including fiction, non-fiction, drama, poetry and especially real world events (2.01, 2.02, 2.03, 4.01, 4.02, 4.03, 4.04, 4.05, 5.01, 6.01, 6.02)		
EDITORIAL: (3.02)		

OR

WRITING PORTFOLIO REQUIREMENTS

FIRST GRADING PERIOD	DUE DATE	GRADE
1. Analyzing Patterns (Imagery) 2. Comparison & Contrast 3. Epic Poetry 4. Editorial		
SECOND GRADING PERIOD		
1. Characterization 2. Theme		
1. Writing about Background 2. Critique of Drama		
THIRD GRADING PERIOD		
1. Writing a Personal Essay		
1. Writing about a Period 2. Stating a Preference		
FOURTH GRADING PERIOD		
1. Figurative Language		
FIFTH GRADING PERIOD		
1. Assuming the Point of View of a Character		
SIXTH GRADING PERIOD		
1. Analyzing the Narrator		

GRADING FIRST SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above

On

Below

Signature and Date: _____

GRADING SECOND SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above

On

Below

Signature and Date: _____