HUDSONVILLE HIGH SCHOOL COURSE FRAMEWORK

COURSE/SUBJECT

English II Literature

KEY COURSE OBJECTIVES/ENDURING UNDERSTANDINGS	OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS
1. Read and comprehend complex literary and informational texts independently and proficiently. 2. Read closely to determine explicit meaning and make logical inferences. 3. Determine central ideas, themes, and structure of a text and analyze their development. 4. Summarize key supporting details and ideas.	Main Ideas/Author's Intent Supporting Details Meanings of Words Relationships Generalizations/Conclusions

	Unit 1: Fiction ***The Great Gatsby* - 4 weeks** **Short Stories - 1/2 weeks**	
SKILL CATEGORY	**LEARNING TARGETS**	**COMMON CORE STATE STANDARDS**
Main Ideas/Author's Intent	• I can understand the author's choices and their impact on the reader. • I can recognize and explain why the author wrote the text and identify the central message of the text. • I can break apart two or more central messages or ideas in a text and determine the author's purpose. • I can determine the theme or themes of foundational American Literature.	RL.5
Supporting Details	• I can, while reading, make note of significant information/quotes/ passages presented. • I can select the information/quote/passage that supports my claim.	
Meanings of Words	• I can identify and analyze words and phrases that impact meaning and tone. • I can define words and use context clues to make inferences about the meanings of words and phrases.	
Relationships	• I can trace the themes through a text and understand how they connect and/or change. • I can identify literary elements (setting, characterization, plot, tone/ mood, etc.) and determine how they work together to create the central idea and author's purpose. • I can compare and contrast what is directly stated in a text according to its implied or inferred meaning. • I can analyze how the author's point of view helps/ guides the reader to identify the meaning of the text. • I can recognize multiple perspectives of an issue in a text.	

Generalizations/Conclusions	• I can identify how the author's choice of details (characterization, setting, mood, figurative language, etc.) supports the central message of the text. • I can analyze how the author's choices impact the overall structure, meaning, and the reader's emotional reaction to the text. • I can read comprehend literary texts independently and proficiently. • I can break down how style and content support the point of view or purpose.	

	Unit 2: NonFiction ***Night* - 4 weeks** ***Tuesdays with Morrie* - 2 Weeks**	
SKILL CATEGORY	**LEARNING TARGETS**	**COMMON CORE STATE STANDARDS**
Main Ideas/Author's Intent	• I can understand the author's choices and their impact on the reader. • I can recognize and explain why the author wrote the text and identify the central message of the text. • I can break apart two or more central messages or ideas in a text and determine the author's purpose. • I can determine the theme or themes of foundational American Literature.	
Supporting Details	• I can, while reading, make note of significant information/ quotes/passages presented. • I can select the information/quote/passage that supports my claim. • I can identify and cite different types of textual evidence (quotes, important passages, headers, titles, charts/graphs, pictures, etc.) • I can identify specific details (hook, thesis, supporting points, headers, charts, graphs, pictures, etc.) that support the development of central ideas and how they build on one another.	
Meanings of Words	• I can identify and analyze words and phrases that impact meaning and tone. • I can determine the connotative and denotative meanings of words and phrases as they are used in a text. • I can define words and use context clues to make inferences about the meanings of words and phrases.	

Relationships	• I can identify how the author's choice of details (characterization, setting, mood, figurative language, etc.) supports the central message of the text. • I can examine a subject in two different sources (text types/ mediums) and note the differences and similarities. • I can read and comprehend literary texts independently and proficiently. • I can break down how style and content support the point of view or purpose. • I can evaluate/judge the claims, reasons, and arguments in texts that fight/argue for the rights of people.	
Generalizations/Conclusions	• I can identify how the author's choice of details (characterization, setting, mood, figurative language, etc.) supports the central message of the text. • I can analyze how the author's choices impact the overall structure, meaning, and the reader's emotional reaction to the text. • I can examine a subject in two different sources (text types/ mediums) and note the differences and similarities. • I can read and comprehend literary texts independently and proficiently. • I can break down how style and content support the point of view or purpose. • I can evaluate/judge the claims, reasons, and arguments in texts that fight/argue for the rights of people.	