

Tivy High School
Scope and Sequence for English II
2018-2019

<u>Six Weeks</u>	<u>Content</u>	<u>TEKS/Skills</u>	<u>Suggested Assessments</u>
<p>1st Six Weeks</p> <p>Dystopian Poetry</p>	<p>READING ANALYSIS – Dystopian Genre Short Stories and Novel</p> <p>Teach Elements of Fiction and Annotation</p> <p>Short Story Unit (Read two) Could include but not limited to: “Harrison Bergeron” “There Will Come Soft Rains” “The Lottery” “The Sound of Thunder” -and other short stories from text as time allows</p> <p>Novel: Anthem</p> <p>POETRY RELATED TO NOVEL NON FICTION ARTICLES RELATED TO NOVEL VOCABULARY UNIT 1 INTRODUCE PERSUASIVE WRITING</p> <p>LITERARY TERMS: Be able to identify and make use of literary terms that apply to short stories and dystopian literature.</p>	<p>1A-E: Vocabulary, use of dictionary 2A-C: Reading comprehension, genre, and figurative language. 3: Analyzing poetry 5A-D: Fiction. Plot development, characterization, point of view 6: Nonfiction 7: Sensory language 9C: Inferences and conclusions 14A: Write an engaging story 16A-F: Persuasive writing 17A-C: Oral/written convictions, sentence structure. 18A-B: Capitalization/Punctuation. 19: Spelling 24A-C: Listening and speaking, taking notes, evaluate effectiveness of speaker, follow/give oral instructions. 26: Teamwork/group work</p>	<p>Persuasive Essay – plan, draft, revise, and edit a persuasive essay</p> <p>Short Story and Dystopian Elements Test</p> <p>Anthem Test</p> <p>Writing in Role</p>

<p>2nd Six Weeks</p>	<p>Genre: Realistic Fiction-NOVEL OR SHORT FICTION</p> <p>Novel read in class could be but not limited to the following: <u>Lord of The Flies</u></p> <p>Short Stories: Realistic Fiction/Teacher Choice</p> <p>WRITING: Continue Persuasive Writing</p> <p>VOCABULARY UNIT 2 Literary Terms: Be able to identify and make use of literary terms that apply to novels. * See list below</p> <p>NONFICTION RELATED TO NOVEL</p>	<p>1A-E: Vocabulary, use of dictionary 2A-C: Reading comprehension, genre, and figurative language. 5A-D: Fiction. Plot development, characterization, point of view 7: Sensory language. 9C: Inferences and conclusions 13A-E: Writing process: planning, writing, revising and editing. 16A-F: Persuasive writing 17A-C: Oral/written convictions, sentence structure 18A-B: Capitalization/Punctuation. 19: Spelling 24A-C: Listening and speaking, taking notes, evaluate effectiveness of speaker, follow/give oral instructions. 26: Teamwork/group work</p>	<p>Realistic Fiction Test - plan, draft, revise, and edit a persuasive essay</p> <p>Notebook/Tools Test</p> <p>Persuasive Essay</p> <p>Realistic Fiction Characterization Project</p>
<p>3rd Six Weeks</p>	<p>WWII/Holocaust Literary Nonfiction</p> <p>Read Selections from the following: Could include but not limited to: <i>Bomb</i> “Pure Grit” “Imprisoned” “Heroes of the Holocaust” “We Fought Back” USHMM Case Studies</p> <p>VOCABULARY Unit 3 CONTINUE PERSUASIVE WRITING PROCESS POETRY RELATED TO THE HOLOCAUST (not limited to) <i>I Never Saw Another Butterfly</i></p>	<p>1A-E: Vocabulary, use of dictionary. 3: Analyzing poetry. 7: Sensory language. 9C: Inferences and conclusions 10A-B: Reading Informational /Persuasive Texts 11A-B: Reading Informational /Procedural Texts 13A-E: Writing process: planning, writing, revising and editing. 16A-F: Persuasive writing 17A-C: Oral/written convictions, sentence structure 18A-B: Capitalization/Punctuation. 19: Spelling 26: Teamwork/group work</p>	<p>Fall Reading Benchmark</p> <p>Persuasive Essay - - plan, draft, revise, and edit a persuasive essay</p> <p>Butterfly Poetry Project</p> <p>Nonfiction Test</p>

<p>4th Six Weeks</p> <p>Writing Workshop</p>	<p>EOC Focus</p> <p>Writing Workshop</p> <p>No Red Ink/Quill (online grammar – thesis, introduction, sentence structure, punctuation, parallel structure, etc.</p> <p>NEWSLA articles (lexile specific; revising/editing/annotation)</p> <p>WRITING BENCHMARK REVISING AND EDITING SPELLING AND PUNCTUATION READING COMPREHENSION</p>	<p>1A-E: Vocabulary Development 6: Literary Nonfiction 9B-D: Distinguish evidence; make inferences about the ideas in text; make logical connections 13A-D: Writing Process 14A: Literary Text 16A-F: Writing/Persuasive Text 17A-C: Written Conventions 18A-B: Capitalization/Punctuation. 19: Spelling</p>	<p>6+1 Traits of Writing (optional support)</p> <p>Plan, draft, revise, edit, proof, and publish a persuasive essay</p> <p>Possible Assessments:</p> <p>Benchmark – Revising/Editing/Writing Persuasive Essay(s)</p> <p>Notebook Test – Elements of Writing and proper usage</p>
<p>5th Six Weeks</p> <p>Drama</p>	<p><i>Oedipus Rex</i> <i>Julius Caesar</i> <i>Antigone</i> <i>Raisin in the Sun</i></p> <p>No Red Ink/Quill (online grammar – thesis, introduction, sentence structure, punctuation, parallel structure, etc.</p> <p>Webquest – Historical Context</p> <p>Continue focus on STAAR through test: WRITING BENCHMARK REVISING AND EDITING SPELLING AND PUNCTUATION READING COMPREHENSION</p>	<p>1A-E: Vocabulary Development 2A-C: Reading/Theme/Genre 4: Reading/Drama 5A-D: Reading/Fiction 7: Reading/Sensory Language 8: Reading/Culture and History 13A-E: Writing Process 16A-F: Writing/Persuasive 17A-C: Written Conventions 18A-B: Capitalization/Punctuation 19: Spelling 21A-C: Research/Gathering Sources 22B-C: Research/Synthesizing Information 23B-C: Research/Organization</p>	<p>Character Motivations and Changes</p> <p>Conflict/Moral Dilemma</p> <p>Essay – Ethos/Pathos/Logos Focus on persuasive elements</p> <p>Comprehension Test</p> <p>Illustration with text evidence</p> <p>Notebook Test – Elements of drama; Julius Caesar notes and reflection; vocabulary use</p>

<p>6th Six Weeks</p> <p>Historical Fiction</p>	<p><i>To Kill a Mockingbird</i></p> <p>No Red Ink/Quill (online grammar – thesis, introduction, sentence structure, punctuation, parallel structure, etc.</p>	<p>1A-E: Vocabulary Development 2A-C: Reading/Theme/Genre 5A-D: Reading/Fiction 7: Reading/Sensory Language 8: Reading/Culture and History 13A-E: Writing Process 16A-F: Writing/Persuasive 17A-C: Written Conventions 18A-B: Capitalization/Punctuation 19: Spelling 21A-C: Research/Gathering Sources 22B-C: Research/Synthesizing Information 23B-C: Research/Organization</p>	<p>Write a Script – Turn a scene into a script and act out scene with your group. It cannot be the courthouse scene since we do that in class already</p> <p>Multimedia Presentation</p> <p>Other project and presentation</p> <p>Comprehension Test</p> <p>Final Essay</p> <p>Notebook test – Injustice, vocabulary use, character motivation, annotation practice</p>
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Tone/ Author’s Purpose/ Symbolism/ Antagonist/ Protagonist/ Inference/ Simile/ Personification/ Allusion/ Dramatic Irony/ Metaphor/ Foreshadowing/ Epiphany/ Realistic Fiction/ Historical Fiction/ Character Foil/ Internal Conflict/ External Conflict/ Archetypes/ Static Character/ Ethos/ Pathos/ Logos/ Denotative/ Connotative/Soliloquy/ Iambic Pentameter/