



English II Scope and Sequence

Grading Period	First Grading Period	Second Grading Period	Third Grading Period	Fourth Grading Period	Throughout the School Year
Enduring Understandings for Transfer/Big Ideas Essential Questions	<p>Students will analyze the relationship between authorial choice and meaning.</p> <p>Students will understand the impact of various literary devices on the meaning of a work.</p>	<p>Students will learn to think critically about their reading habits and choices.</p> <p>Students will participate in close reading and literary analysis in discussion with their peers.</p> <p>Students will learn to communicate and work with their peers in a collaborative environment.</p>	<p>Students will understand how rhetorical devices are used to enhance a message for a specific audience.</p> <p>Students will use rhetorical devices to create effective persuasive arguments.</p> <p>Students will analyze how rhetorical devices can target specific audiences.</p>	<p>Students explore the impact of various literary devices on the meaning of a work.</p> <p>Students will draw on concepts acquired throughout the year and apply to <i>Catcher in the Rye</i>.</p> <p>Students will analyze the relationship between authorial choice and meaning.</p>	<p>What can we learn about the human experience from literature?</p> <p>What can we learn about our own writing from the choices authors make?</p> <p>How do specific elements of artistic works operate together to create meaning?</p>
Focus TEKS (R) Readiness (S) Supporting (P) Process (Pieces for exhibit)	Reading: 2(B-C) 4(A), 5(A),7(A)	Writing: 13 (A-E), 14, Grammar: 17B,17C, 18(A-B), 19 (A) Reading: 5 (B,C)	Readiness: Reading 6(A), 8(A), 9(A,B,C,D), 10(A,B), Writing 14(D); 16(A,B,C,D,F) Supporting: Reading 12(A); Writing 13(A,B,C,D) Process: Students are able to organize and create an essay which conveys a clear argument to a chosen target audience	Reading: 2B, 2C, 5A, 5C Writing: 13 A-E, 15A i-vi,	For every process writing assignment: 13 (A-E), 18 (A-B),19(A)

Topic Focus/Learning Targets (Connections and balance between reading and writing)					
Reading	<i>Hamilton; Dear Evan Hansen</i>	Literature Circles	Independent Books	<i>Catcher in the Rye</i>	ISR (Joy Reading) Passion Project
Writing	Summer Book Review Project Independent Reading Analysis Essay	Their personal history with their chosen passion	Persuasive Writing - Open Letter	<i>Catcher in the Rye</i> analysis paper	Writer's Notebooks Passion Project
Oral and Written Conventions	Analysis work with <i>Hamilton; Dear Evan Hansen</i>		Persuasive Research Paper	<i>Catcher in the Rye</i> analysis paper	Writer's Notebook Passion Project
Research			Persuasive Research Paper		Passion Project
Listening and Speaking		Literature Circles		Discussion with <i>Catcher in the Rye</i>	
Unit (Exhibit Room)					

Assessment Evidence (Value of Experience) (F) Formative Learning (C) Common to PLC (DC) District Common	Class Scene Analysis of <i>Hamilton</i> or <i>Dear Evan Hansen</i> (F)(C) Independent Scene Analysis of ISR novel (C)	Passion Personal History (C) Generated Discussion Questions/Collected Quotations from Lit Circles (C)	Open Letter (persuasive piece) (C)	<i>Catcher in the Rye</i> analysis paper (C)	Writer's Notebooks Passion Project Entries ISR Assessment
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