

Advanced English II Curriculum Map - Fall Semester

Quarter	Unit	Essential Skills	Strategies/Activities	CC Standards	Assessments
1	Rhetorical Writing	<ul style="list-style-type: none"> -students will apply a proper format for short answer responses -students will apply relevant elaboration to given text evidence -students will utilize proper textual evidence to support a claim -students apply annotation skills to nonfiction articles -students will understand the techniques of group communication and presentation -students will evaluate various peer writings -students will revise writing based on peer and self review/reflection 	<ul style="list-style-type: none"> -notes over writing structure -full class review of persuasive commercial -individual analysis of persuasive commercials -bridge to nonfiction article reading -annotate and rhetorically analyze nonfiction articles -group peer review 	Writing; reading informational text; speaking and listening	-nonfiction short answer rhetorical analysis response
1	<i>Of Mice and Men</i>	<ul style="list-style-type: none"> -Students will understand the events and themes of <i>Of Mice and Men</i> -Students will analyze nonfiction related articles to the fiction text -Students will identify and utilize rhetorical devices -Students will understand and examine culture's impact on society. -Students will learn and apply understanding of literary devices and rhetorical devices -Students will apply the rules of the Socratic Seminar speaking -Students will utilize various levels of questioning during class discussion 	<ul style="list-style-type: none"> -background webquest pre-reading -4 corners activity pre-reading with anticipatory statements -daily reading -reading guide completion -group analysis of the text -student led class discussion/questions -nonfiction article reading analysis -nonfiction paired reading discussion 	Writing; speaking and listening; reading foundational skills; reading informational text	<ul style="list-style-type: none"> -reading check quizzes -reader's guides -Socratic Seminar
2	Historical Fiction Unit	<ul style="list-style-type: none"> -students will apply MLA rules to research -students will use research strategies to research a specific event, person, and time period -students will learn to differentiate the validity of sources based on a set of evaluative criteria -students will write proper MLA works cited entries based on various sources both print & internet based -students will determine the meaning of different words or phrases as they are used in the nonfiction texts -analyze how the author a series of ideas, information, or events -students will write informative texts to explain events happen in a certain time period -students will gather relevant information from various sources -students will write a creative short story narrative based around the research they completed -students will evaluate various peer writings -students will revise writing based on peer and self review/reflection 	<ul style="list-style-type: none"> -research project -MLA notes/instruction -peer review circles/prompts -research time in the library and on the internet -annotation of internet articles -short story writing 	Writing; reading informational text	<ul style="list-style-type: none"> -research paper rubric -short story rubric

2	<i>1984</i>	<ul style="list-style-type: none"> -Students will understand the events and themes of <i>1984</i> -Students will formulate higher order thinking questions to use in class discussion -Students will identify and utilize rhetorical devices -Students will understand and examine culture's impact on society. -Students will learn and apply understanding of literary devices and rhetorical devices -students will analyze the impact of author's choices of rhetorical devices in their works -students will connect and analyze specific textual evidence to overarching thematic ideas -students will participate in group discussion throughout the text -students will create a propaganda poster that demonstrates an understanding of the text 	<ul style="list-style-type: none"> -background webquest pre-reading -4 corners activity pre-reading with anticipatory statements -class/independent reading -reading guides to complete and bring to class discussion -class led discussion over chapters -one-pager analysis of Part I -propaganda poster project 	Writing; speaking and listening; reading foundational skills	<ul style="list-style-type: none"> -reading guides -reading check quizzes -propaganda poster project rubric -one pager prompt -<i>1984</i> test
1/2	Elements of Language Ch. 12, 13,14	<ul style="list-style-type: none"> -students will understand different parts of speech as words are used in a sentence -students will understand the parts of a sentence including subject, verb, and complements -students will understand the following types of phrases - prepositional, verbal, and appositive 	<ul style="list-style-type: none"> -guided notes -independent practice worksheets -group practice - board races -chapter tests 	Language	<ul style="list-style-type: none"> -class group practice -chapter tests
2	Independent Reading Project	<ul style="list-style-type: none"> -students will independently read nonfiction articles to analyze for author's purpose, word usage, audience, etc. -students will write 10 journal entries with a response to 3 journal prompts for each journal response 	-journal entries prompt	Reading informational text; writing	-independent reading project prompt/rubric

Advanced English II Curriculum Map - Spring Semester

Quarter	Unit	Essential Skills	Strategies/Activities	CC Standards	Assessments
3	Speech Unit	<ul style="list-style-type: none"> -students will write a persuasive, demonstrative, and group speech and deliver it to the class -students will research various websites and synthesize the information gathered for their speech -students will learn to use various databases in order to utilize research from peer reviewed articles in their speech -students will work with a group to develop norms and roles for the group speech project -students will use proper MLA format for citation purposes 	<ul style="list-style-type: none"> -group speech -persuasive speech -demonstrative speech -Ch. 13 in the speech book -notes discussion credible sources online -demonstration of the use of online article database(s) 	<p>Writing; reading informational text; speaking and listening</p>	<ul style="list-style-type: none"> -group speech rubric -persuasive speech rubric -demonstrative speech rubric
3	Poetry	<ul style="list-style-type: none"> -students will annotate a poem given the proper steps -students will summarize and paraphrase poems -students will analyze the rhetorical situation of given poems - author, purpose, and message -students will analyze given poems for rhetorical devices used by the author in writing -students will work in a group on a given poem to prop -Students will learn and apply understanding of literary devices and rhetorical devices -students will analyze the impact of author's choices of rhetorical devices in their works -students will connect and analyze specific textual evidence to overarching thematic ideas -students will work with a group on one poem to annotate, summarize, paraphrase, and analyze a poem -students will work in a group to teach the given poem to classmates -students will create various poems throughout the unit -students will create, assemble, and edit a poetry chapbook -students will apply relevant elaboration to given text evidence -students will utilize proper textual evidence to support a claim -students will evaluate various peer writings -students will revise writing based on peer and self review/reflection 	<ul style="list-style-type: none"> -steps to reading poetry notes -steps to analyzing poetry notes -group poetry project prompt -poetry chapbook project prompt -poetry rhetorical analysis paper writing prompts 	<p>Writing; speaking and listening; reading foundational skills; reading informational text</p>	<ul style="list-style-type: none"> -poetry paper rubric -teaching poetry group project rubric -poetry analysis quiz
3/4	Caesar	<ul style="list-style-type: none"> -Students will understand the events and themes of <i>Caesar</i> -Students will formulate higher order thinking questions to use in class discussion -students will connect and analyze specific textual evidence to overarching thematic ideas -students will interpret language used in <i>Caesar</i> -students will put Shakespearean phrases and words into their own words -students will summarize each act and scene and put it into their own 	<ul style="list-style-type: none"> -group reading of first three acts -reader's guides -background information pre-reading 	<p>Reading foundational skills</p>	<ul style="list-style-type: none"> -act quizzes -overall test -reading guides to check for understanding

		words for purposes of understanding			
4	<i>Cyrano de Bergerac</i>	<ul style="list-style-type: none"> -Students will understand the events and themes of <i>Cyrano de Bergerac</i> -Students will formulate higher order thinking questions to use in class discussion -Students will identify and utilize rhetorical devices -Students will understand and examine culture's impact on society. -Students will learn and apply understanding of literary devices and rhetorical devices -students will analyze the impact of author's choices of rhetorical devices in their works -students will connect and analyze specific textual evidence to overarching thematic ideas -students will participate in group discussion throughout the text -Students will apply the rules of the Socratic Seminar speaking 	<ul style="list-style-type: none"> -background webquest pre-reading -4 corners activity pre-reading with anticipatory statements -class/independent reading -reading guides to complete and bring to class discussion -class led discussion over chapters -student led class discussion/questions 	Writing; speaking and listening; reading foundational skills	<ul style="list-style-type: none"> -reading check quizzes -reader's guides -Socratic Seminar
1/2	Elements of Language Ch. 15, 20	<ul style="list-style-type: none"> -students will identify the following types of clauses - independent, subordinate, adjective, adverb, noun -students will classify sentences according to structure -students will identify words according to their usage 	<ul style="list-style-type: none"> -guided notes -independent practice worksheets -group practice - board races -chapter tests 	Language	<ul style="list-style-type: none"> -class group practice -chapter tests
2	Independent Reading Project	<ul style="list-style-type: none"> -students will independently read nonfiction articles to analyze for author's purpose, word usage, audience, etc. -students will write 5 short answer rhetorical analysis responses based on the article of their choosing 	<ul style="list-style-type: none"> -short answer rhetorical analysis response format prompt 	Reading informational text; writing	<ul style="list-style-type: none"> -independent reading project prompt/rubric