

## Advanced English II Curriculum Map - Fall Semester

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

		-Students will utilize various levels of questioning during class discussion	-student led class discussion/questions -nonfiction article reading analysis -nonfiction paired reading discussion	text	
2	<b>Independent Reading Project (Fiction)</b>	-students will read a grade-level fiction text throughout the quarter -students will respond to journal prompts once a week with information regarding the book they are reading for the project using proper grammar/mechanics -students will deliver a book talk speech to the class at the end of the quarter	-journal prompts once a week -book talk presentation preparation	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	<i>1984</i>	<ul style="list-style-type: none"> <li>-Students will understand the events and themes of <i>1984</i></li> <li>-Students will formulate higher order thinking questions to use in class discussion</li> <li>-Students will identify and utilize rhetorical devices</li> <li>-Students will understand and examine culture's impact on society.</li> <li>-Students will learn and apply understanding of literary devices and rhetorical devices</li> <li>-students will analyze the impact of author's choices of rhetorical devices in their works</li> <li>-students will connect and analyze specific textual evidence to overarching thematic ideas</li> <li>-students will participate in group discussion throughout the text</li> <li>-students will create a propaganda poster that demonstrates an understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>-background webquest</li> <li>pre-reading</li> <li>-4 corners activity pre-reading with anticipatory statements</li> <li>-class/independent reading</li> <li>-reading guides to complete and bring to class discussion</li> <li>-class led discussion over chapters</li> <li>-one-pager analysis of Part I</li> <li>-propaganda poster project</li> </ul>	Writing; speaking and listening; reading foundational skills	<ul style="list-style-type: none"> <li>-reading guides</li> <li>-reading check quizzes</li> <li>-propaganda poster project rubric</li> <li>-one pager prompt</li> <li>-1984 test</li> </ul>
3	<b>Problem-Solving Speech (Group)</b>	<ul style="list-style-type: none"> <li>-students will write a group speech and deliver it to the class</li> <li>-students will research various websites and synthesize the information gathered for their speech</li> <li>-students will learn to use various databases in order to utilize research from peer reviewed articles in their speech</li> <li>-students will work with a group to develop norms and roles for the group speech project</li> <li>-students will use proper MLA format for citation purposes</li> </ul>	<ul style="list-style-type: none"> <li>-group speech</li> <li>-notes discussion credible sources online</li> <li>-demonstration of the use of online article database(s)</li> </ul>	Writing; reading informational text; speaking and listening	-group speech rubric
4	<b>Multicultural Poetry</b>	<ul style="list-style-type: none"> <li>-students will annotate a poem given the proper steps</li> <li>-students will summarize and paraphrase poems</li> <li>-students will analyze given poems for rhetorical devices used by the author in writing</li> <li>-students will create various poems throughout the unit</li> <li>-students will read a variety of poems from various cultural backgrounds</li> <li>-students will discuss thematic ideas with classmates</li> <li>-students will research a chosen culture to make an informational product of their choosing given a prompt and rubric</li> </ul>	<ul style="list-style-type: none"> <li>-steps to reading poetry notes</li> <li>-individual, small group, large group discussion</li> <li>-small group poetry culture research activity</li> </ul>	Writing; speaking and listening; reading foundational skills; reading informational text	-cultural deep dive in poetry group project prompt
4	<i>Cyrano de Bergerac</i>	<ul style="list-style-type: none"> <li>-Students will understand the events and themes of <i>Cyrano de Bergerac</i></li> <li>-Students will formulate higher order thinking questions to use in class discussion</li> <li>-Students will identify and utilize rhetorical devices</li> <li>-Students will understand and examine culture's impact on society.</li> </ul>	<ul style="list-style-type: none"> <li>-background group research project - pre-reading</li> <li>-4 corners activity pre-reading with anticipatory statements</li> <li>-class/independent reading</li> <li>-reading guides to complete and</li> </ul>	Writing; speaking and listening; reading foundational skills	<ul style="list-style-type: none"> <li>-reading check quizzes</li> <li>-reader's guides</li> <li>-Socratic Seminar</li> </ul>

		<ul style="list-style-type: none"> <li>-Students will learn and apply understanding of literary devices and rhetorical devices</li> <li>-students will analyze the impact of author's choices of rhetorical devices in their works</li> <li>-students will connect and analyze specific textual evidence to overarching thematic ideas</li> <li>-students will participate in group discussion throughout the text</li> <li>-Students will apply the rules of the Socratic Seminar speaking</li> </ul>	<ul style="list-style-type: none"> <li>bring to class discussion</li> <li>-class led discussion over chapters</li> <li>-student led class discussion/questions</li> </ul>		
4	<b>Independent Reading &amp; Informative Speech (Nonfiction)</b>	<ul style="list-style-type: none"> <li>-students will pick a topic of interest by either reading a nonfiction text and an academic article they researched OR reading four academic articles</li> <li>-students will outline their speech according to the speech writing process</li> <li>-students will deliver an informative speech about their topic according to the presentation requirements</li> </ul>	<ul style="list-style-type: none"> <li>-TED talk viewing activity and discussion</li> <li>-outline work time</li> <li>-speech delivery</li> </ul>	Writing; reading informational text; speaking and listening	-nonfiction reading project rubric and prompt