



English II Curriculum

Board Approved: 3/20/2025

Course Information

High School Full-year course

Course Description:

This skills-based course will focus on the literacy skills necessary to be college and career-ready: reading, writing, listening/speaking, and research. Emphasis will be placed on approaching reading and writing as processes. Expository, narrative, descriptive, and persuasive writing will be addressed. Research will be integrated throughout the course. Students will read and respond to literature from a variety of cultures.

Transfer Goals:

- Students will effectively read, write, and speak English to communicate, comprehend, analyze, and problem-solve as literate and collaborative members of society.
- Students will read and comprehend complex texts and media for various audiences and purposes.
- Students will demonstrate comprehension and analysis through blended genre writing responses to show understanding of the audience and author's purpose.
- Students will communicate their understanding of materials clearly and effectively.

Curriculum Standards: [DESE English Language Arts Missouri Learning Standards](#)

Curriculum Resource(s): *myPerspectives English Language Arts Grade 10* - Savvas (2025)

**priority standards indicated in bold*

English II Page 1

BOE Approved: 03/20/2025

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Unit 1: The Writer's Craft

Timeframe: 8-9 weeks

Unit Description: Throughout this unit, students will understand how authors employ literary devices, connotation, and denotation to achieve their purpose. Students will understand and evaluate how writers use literary devices to portray the reality of the human experience. Students will read and evaluate a variety of fiction, informational texts, and poems. By the end of the unit, students will analyze multiple texts and create a claim revolving around the essential question providing textual evidence from multiple sources as evidence.

Enduring Understandings:

- The English language has many nuances dependent on both denotation and connotation.
- Various genres (poetry, art, play, informational texts) can communicate similar themes through figurative language and word choice.
- Writers make choices that affect the meaning and interpretation of their works for readers.
- Effective readers make predictions and inferences to fuel their reading comprehension.
- Analyzing texts allows readers to enhance their comprehension of a text and an author's choices.
- Participating in discussions with peers enhances reading comprehension.

Essential Questions:

- How do denotation and connotation influence the meaning of words and phrases in text?
- In what ways can different genres use figurative language and word choice to convey similar themes?
- How do writers' choices affect the meaning and interpretation of their works?
- How can making predictions and inferences enhance reading comprehension?
- How does analyzing texts contribute to a deeper comprehension of a text and the author's intent?
- How can participating in peer discussions improve one's interpretation and comprehension of texts?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A RI1A	• I can use relevant evidence from the text to conclude, make inferences, and analyze what the text is saying. • I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL1B RI1B	• I can figure out what words and phrases mean in the text. • I can use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
RL1D RI1D	• I can find the main ideas or theme(s) in a text. • I can look for at least two themes and see how they are shown and

**priority standards indicated in bold*

English II Page 2

BOE Approved: 03/20/2025

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	developed throughout the text. • I can relate these themes to my own life experiences. • I can provide a short and unbiased summary of what the text is about.
RL2B RI2B	• I can analyze how the author's point of view is expressed through the setting, characters, and plot. • I can evaluate how point of view or purpose shapes the content and style of a text.
RL3B RI3B	• I can identify, recognize, and explain allusions to literature, history, mythology, or other sources in various texts. • I can explain how an author's use of allusions enhances the meaning and tone of a text, contributing to a deeper understanding of the themes and messages.
RL2C RI2C	• I can analyze the cumulative impact of specific word choices and syntax on meaning and tone. • I can identify and explain shifts in tone within a text and how they affect the meaning or impact of the work. • I can evaluate how the author's tone influences the reader's interpretation of characters, events, or themes in the text.
RL2D	• I can examine how characters in a story grow and change as the story progresses. • I can analyze how their actions, thoughts, and relationships with others shape the plot and contribute to the main ideas or messages of the story. • I can explore the themes of the text.
RL3D RI3D	• I can read and comprehend literature independently and proficiently.
W1A	• I can research to answer a question or solve a problem. • I can narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system. • I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and follow a standard format for citation.
W2A	• I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, audience, and purpose. • I can self-select and blend (when appropriate) previously learned genre (narrative, expository, and argumentative) writing techniques.
W.3.A.B	• I can review and revise my writing to ensure it fits the task, purpose, and audience. • I can choose precise words to effectively communicate my ideas. • I can revise my writing to enhance the tone and style of my intended audience. • I can edit my writing to make syntactical choices that improve clarity and meaning.

**priority standards indicated in bold*

English II Page 3

BOE Approved: 03/20/2025

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	• I can evaluate my word choices to make sure they accurately convey my message and suit the purpose of my writing. • I can understand how my language choices contribute to the overall meaning of my writing.
SL1C	• I can respond thoughtfully to different perspectives, including those I encounter in various forms of media. • I can summarize the points where I agree or disagree with others. • I can recognize when I need more information or research to fully understand the topic or make a well-informed judgment.

**priority standards indicated in bold*

English II Page 4

BOE Approved: 03/20/2025

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Unit 2: Conflict and the Human Experience

Timeframe: 8-9 weeks

Unit Description: Throughout this unit, students will focus on the human experience and in particular, the struggles (both internal and external) that people face. Students will take part in a variety of activities designed to foster discussion, close reading, analysis of both print and non-print media, and writing.

Enduring Understandings:

- Developing background knowledge is necessary to make inferences about the topic of study and enhances reading comprehension.
- Writers use elements of fiction (figurative language, characterization, plot, conflict, and theme) to enhance meaning throughout the text.
- Effective readers connect themes across periods, cultures, and texts.
- Summarizing enhances student understanding of the text.
- Analyzing a variety of mediums and genres allows readers to enhance their comprehension of a text and an author's choices.
- Expository writing requires a clear and logical presentation of ideas, supported by evidence and examples

Essential Questions:

- How does developing background knowledge enhance an individual's ability to make inferences and improve reading comprehension?
- In what ways do writers use elements of fiction, such as figurative language and characterization, to convey deeper meanings in their texts?
- How can connecting themes across different periods, cultures, and texts deepen one's understanding of the human experience?
- How does analyzing various mediums and genres contribute to one's comprehension of a text and the author's intent?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>RL1A</u> <u>RI1A</u>	• I can use relevant evidence from the text to conclude, make inferences, and analyze what the text is saying. • I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>RL2D</u>	• I can examine how characters in a story grow and change as the story progresses. • I can analyze how their actions, thoughts, and relationships with others shape the plot and contribute to the main ideas or messages of the story. • I can explore the themes of the text.
<u>RI2D</u>	• I can identify the central theme or primary message that the author wants to convey in both literary and informational texts. • I can examine how the author builds and expands on the main idea using specific details, examples, and evidence throughout the text. • I can create a concise summary that accurately reflects the main idea

**priority standards indicated in bold*

English II Page 5

BOE Approved: 03/20/2025

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	and the most important supporting details, ensuring a clear and comprehensive understanding of the text.
RL2C RI2C	• I can examine how the selection of particular words and phrases enhances the text's message and clarifies its themes. • I can articulate how the combination of specific vocabulary and sentence patterns cumulatively affects the reader's understanding and emotional response to the text.
RL1B RI1B	• I can figure out what words and phrases mean in the text. • I can use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
RI3C	• I can analyze how multiple texts reflect the historical and/or cultural contexts.
RL3D	• I can read and comprehend literature independently and proficiently.
SL1B	• I can analyze a speaker's argument and claims, and evaluate the speaker's point of view, reasoning, and evidence to propel conversations. • I can actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
W.3.A	• I can review and revise my writing to ensure it fits the task, purpose, and audience. • I can choose precise words to effectively communicate my ideas. • I can revise my writing to enhance the tone and style of my intended audience. • I can edit my writing to make syntactical choices that improve clarity and meaning. • I can evaluate my word choices to make sure they accurately convey my message and suit the purpose of my writing. • I can understand how my language choices contribute to the overall meaning of my writing. • I can edit my writing to ensure correct grammar, punctuation, and spelling. • I can apply the conventions of standard English to make my writing clear and professional. • I can recognize and correct errors in sentence structure and word usage. • I can use a variety of transitions to show relationships between ideas. • I can clarify the sequence of events or arguments in my writing using appropriate transitions. • I can signal shifts in time or perspective to improve coherence in my writing. • I can use technology to draft, revise, and publish my writing. • I can integrate links and multimedia to enhance my writing when appropriate. • I can collaborate with others using digital tools to improve and refine my work.
W2A	• I can create a focused and arguable thesis that reflects the central

**priority standards indicated in bold*

English II Page 6

BOE Approved: 03/20/2025

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	theme of a literary work and guides the direction of my essay. • I can structure my thematic analysis essay logically, ensuring each paragraph supports my thesis and flows smoothly from one idea to the next. • I can select relevant quotes and examples from the text to illustrate how the author develops the theme, and I can explain how this evidence supports my thesis.
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**priority standards indicated in bold*

English II Page 7

BOE Approved: 03/20/2025

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Unit 3: Developing and Supporting Arguments

Timeframe: 8-9 weeks

Unit Description: Throughout this unit, students will engage in the analysis and creation of argumentative texts. In addition, this unit references a variety of fiction, non-fiction articles, and multi-media formats. By the end of the unit, students will have a clear understanding of ethos, pathos, logos, and rhetorical devices. Students will also be able to utilize such devices in their writing as they craft an argumentative research essay on a specific topic.

Enduring Understandings:

- The effectiveness of an argument depends on the clarity of the claims, the logic of the reasoning, and the supportive evidence.
- Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.

Essential Questions:

- What makes an argument convincing?
- How can a writer ensure that their claims are clear and well-supported?
- In what ways does logical reasoning strengthen an argument?
- How do readers determine which details are most relevant when drawing conclusions?
- What strategies can be used to find and cite evidence that accurately supports an interpretation of a text?
- Why is it important to base inferences and interpretations on specific textual evidence?
- How does understanding the audience and purpose impact the way a writer structures their work?
- In what ways do language and literary techniques change depending on the writer's intended outcome?
- How can a writer tailor their writing style to effectively communicate with different audiences?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A RI1A	• I can use relevant evidence from the text to conclude, make inferences, and analyze what the text is saying. • I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL2D	• I can examine how characters in a story grow and change as the story progresses.

**priority standards indicated in bold*

English II Page 8

BOE Approved: 03/20/2025

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	• I can analyze how their actions, thoughts, and relationships with others shape the plot and contribute to the main ideas or messages of the story. • I can explore the themes of the text.
<u>RI2D</u>	• I can identify the central theme or primary message that the author wants to convey in both literary and informational texts. • I can examine how the author builds and expands on the main idea using specific details, examples, and evidence throughout the text. • I can create a concise summary that accurately reflects the main idea and the most important supporting details, ensuring a clear and comprehensive understanding of the text.
<u>RL1B</u> <u>RI1B</u>	• I can figure out what words and phrases mean in the text. • I can use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
<u>RI2C</u>	• I can identify rhetorical devices used by an author. • I can analyze how rhetorical choices enhance an author's argument or message. • I can evaluate the effectiveness of an author's rhetoric in advancing their point of view or purpose.
<u>RI2A</u>	• I can analyze how an author's choice of text structure affects my understanding of the story. • I can evaluate how the sequence of information in a text influences the development of the main ideas and themes. • I can explain how an author's organizational choices impact my interpretation and engagement with the text.
<u>RI2B</u>	• I can assess the validity of an author's reasoning. • I can evaluate the relevance and sufficiency of evidence used in an argument. • I can identify false statements and fallacious reasoning in an argument.
<u>RL3D</u> <u>RI3D</u>	• I can read and comprehend literature independently and proficiently.
<u>W.3.A.B</u>	• I can review and revise my writing to ensure it fits the task, purpose, and audience. • I can choose precise words to effectively communicate my ideas. • I can revise my writing to enhance the tone and style of my intended audience. • I can edit my writing to make syntactical choices that improve clarity and meaning. • I can evaluate my word choices to make sure they accurately convey my message and suit the purpose of my writing. • I can understand how my language choices contribute to the overall meaning of my writing.
<u>W2A</u>	• I can create a focused and arguable thesis that reflects the central theme of a literary work and guides the direction of my essay. • I can structure my thematic analysis essay logically, ensuring each paragraph supports my thesis and flows smoothly from one idea to the next.

**priority standards indicated in bold*

English II Page 9

BOE Approved: 03/20/2025

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| | <ul style="list-style-type: none">• I can select relevant quotes and examples from the text to illustrate how the author develops the theme, and I can explain how this evidence supports my thesis. |
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English II Page 10

BOE Approved: 03/20/2025

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Unit 4: Building Communication Skills

Timeframe: 8-9 weeks

Unit Description: Throughout this unit, students will take part in a variety of activities, presentations, and discussions aimed to facilitate cooperatively working in teams and building communication skills. Students will use technology to enhance, publish, and deliver a presentation.

Enduring Understandings:

- As one's knowledge base increases, the quality of thinking, meaning-making, and communication can improve.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.
- A writer's choice of language and style establishes "voice" to help personalize the text.
- Proficient writers make deliberate choices regarding content, language, and style to convey their message to a target audience.

Essential Questions:

- How does expanding one's knowledge impact a person's ability to think critically and communicate effectively?
- In what ways does prior knowledge influence the way one interprets and creates meaning from new information?
- How do different audiences and purposes affect the way a writer organizes their ideas?
- In what ways do language and literary techniques shape a reader's response?
- Why is it important for a writer to develop a distinct voice, and how does it affect the reader's experience?
- What considerations should a writer make when choosing content to include in their work?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>RL1A</u> <u>RI1A</u>	• I can use relevant evidence from the text to conclude, make inferences, and analyze what the text is saying. • I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>RL2D</u>	• I can examine how characters in a story grow and change as the story progresses. • I can analyze how their actions, thoughts, and relationships with others shape the plot and contribute to the main ideas or messages of the story. • I can explore the themes of the text.
<u>RI2D</u>	• I can identify the central theme or primary message that the author wants to convey in both literary and informational texts. • I can examine how the author builds and expands on the main idea using specific details, examples, and evidence throughout the text.

**priority standards indicated in bold*

English II Page 11

BOE Approved: 03/20/2025

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	• I can create a concise summary that accurately reflects the main idea and the most important supporting details, ensuring a clear and comprehensive understanding of the text.
<u>RL1B</u> <u>RI1B</u>	• I can figure out what words and phrases mean in the text. • I can use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
<u>RL3D</u> <u>RI3D</u>	• I can read and comprehend literature independently and proficiently.
<u>SL1C</u>	• I can thoughtfully respond to diverse perspectives presented in various media formats, demonstrating an understanding of different viewpoints. • I can summarize key points of agreement and disagreement when analyzing multiple perspectives on a topic, clearly articulating where different views align and diverge. • I can identify contradictions between different perspectives, attempt to resolve them when possible, and determine what additional information or research is needed to fully understand or address the topic.
<u>SL2B</u>	• I can maintain consistent eye contact with various members of my audience while speaking, demonstrating engagement and confidence. • I can use effective gestures to enhance my communication, clearly conveying my viewpoint and keeping my audience engaged throughout my presentation. • I can be mindful of my body language, avoiding mannerisms or movements that might distract my audience from the content of my speech.
<u>SL2C</u>	• I can plan and deliver concise, logical presentations tailored to the specific task, audience, and purpose. • I can organize my presentation content effectively, ensuring that my ideas flow logically and are presented in a clear, focused manner. • I can strategically incorporate multimedia elements into my presentations to enhance understanding of my findings, reasoning, and evidence, as well as to increase audience engagement and interest.

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English II Page 12

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