Secondary English Language Arts
English II Public Overview

English II
1st 9 Weeks
Assessments MAP Growth Reading: Sept. 9-10

What are we learning?
How can I help at home?

Unit 1 Overview: The Power of Communication
Genre Focus: Literary Texts and Narrative Writing
Essential Question: Why do words matter?

Timeline: August 11 – October 8
Priority Standards: 10.1A, 10.4E, 10.5B, 10.5C, 10.6A, 10.6B, 10.6C, 10.6D, 10.7B, 10.8F, 10.9A, 10.9B, 10.9C, 10.9D, 10.9E
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore the power of language through literature from a variety of cultures and time periods. Students will analyze how authors use characterization, setting, plot, symbolism, diction, and tone to communicate ideas and influence audiences. Through reading, discussion, and writing, students will examine how communication can inspire action, preserve culture, challenge injustice, and shape identities. Students will compare themes across diverse texts and consider how historical and cultural contexts influence meaning. As a culminating experience, students will craft and publish a narrative that demonstrates effective storytelling techniques and purposeful communication.

At-Home Connections:

- Discuss a speech, song lyrics, podcast, or social media post that had a strong impact on people and analyze why its message was powerful.
- Watch a historical speech together and identify specific words, phrases, or techniques the speaker uses to influence an audience.
- Challenge your teen to find examples of persuasive language in advertisements, social media, or current events and explain the intended impact.
- Ask your child to interview a family member about a time communication solved a problem (or caused one) and connect that experience to themes from class readings.

2nd 9 Weeks
Assessments PSAT: Oct. 27

What are we learning?

How can I help at home?

Unit 2 Overview: Chopped, Stirred, and Blended
Genre Focus: Informational Text and Inquiry
Essential Question: What are the ingredients of culture?

Timeline: October 19-December 18
Priority Standards: 10.4E, 10.7D(i), 10.7D(ii), 10.8A, 10.9B, 10.9C, 10.9D, 10.11A, 10.11E, 10.11I
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will investigate how culture is created, shared, and transformed through informational texts and inquiry-based research. Students will analyze authors' purposes, evaluate evidence, examine organizational structures, and assess the credibility of multiple sources. Through research and discussion, students will explore how traditions, values, language, food, beliefs, and experiences contribute to cultural identity. Students will develop research, synthesis, and informational writing skills as they gather evidence and communicate findings. As a culminating experience, students will create and present an informational product that explores a cultural topic using credible sources and well-supported ideas.

At-Home Connections:

- Create a family culture map that highlights traditions, foods, celebrations, languages, and values that are important to your family.
- Visit a cultural festival, museum, restaurant, or community event and discuss how culture influences everyday life.
- Ask your teen to research the history of a favorite family recipe, tradition, or holiday and share the findings.
- Compare media coverage of the same cultural topic from multiple sources and discuss how perspective shapes understanding.

3rd 9 Weeks

Assessments
TELPAS Window: Feb. 15-Mar. 26
MAP Growth Reading: Jan. 27-28

What are we learning?
How can I help at home?

Unit 3 Overview: Moving Forward
Genre Focus: Argumentative Text and Inquiry
Essential Question: How does culture influence your goals?

Timeline: January 6 – March 4
Priority Standards: 10.4E, 10.7E(i), 10.7E(ii), 10.7E(iii), 10.8A, 10.8B, 10.9B, 10.9C, 10.9D, 10.11E, 10.11G(i), 10.11J
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore how culture, experiences, and societal expectations influence personal goals and future opportunities. Through argumentative texts and research, students will analyze claims, evaluate evidence, identify bias, and examine the effectiveness of persuasive techniques. Students will consider multiple perspectives on issues related to motivation, achievement, and success while developing their own evidence-based arguments. Through inquiry, discussion, and writing, students will learn to communicate positions clearly and support claims with credible research. As a culminating experience, students will create and present an argumentative product grounded in strong reasoning and evidence.

At-Home Connections:

- Discuss how family traditions, values, or expectations have influenced educational, career, or personal goals.
- Have your teen interview two adults from different backgrounds about what motivated their life choices and compare responses.
- Watch a college, career, or entrepreneurship-focused podcast/video together and evaluate the evidence used to support the speaker's claims.
- Hold a family debate on a relevant issue (college vs. career pathways, social media influence, work-life balance, etc.) and require evidence for each viewpoint.

4th 9 Weeks

Assessments

TELPAS Window: Feb. 15-Mar. 26
STAAR Reading: April 12-14 (1 day)
Reading MAP: May 12-13

What are we learning?
How can I help at home?

Unit 4 Overview: Making Connections
Genre Focus: Synthesizing Ideas and Evidence-Based Writing
Essential Question: How can synthesizing ideas across texts deepen our understanding of complex topics?

Timeline: March 15 – April 14
Priority Standards: 10.4E, 10.4H, 10.5B, 10.5C
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will synthesize ideas across literary and informational texts to develop deeper understanding of complex topics and themes. Students will compare perspectives, evaluate evidence, analyze author's craft, and integrate information from multiple sources into clear, evidence-based responses. Through discussion and writing, students will strengthen their ability to make connections between texts, current events, historical contexts, and personal experiences. This unit emphasizes critical thinking, close reading, and analytical writing as students prepare for the English II EOC assessment.

At-Home Connections:

- Compare how two different news sources, podcasts, or documentaries present the same issue and discuss the similarities and differences.
- Ask your teen to connect a class text to a current event and explain the connection using evidence from both sources.
- Choose a topic of family interest and review information from articles, videos, and social media, then discuss which sources are most reliable.
- Encourage evidence-based discussions at home by asking, "What evidence supports that idea?" during conversations about current events or community issues.

Unit 5 Overview: The Individual vs. Society
Genre Focus: Literary Book Clubs
Essential Question: How do individuals navigate, challenge, or conform to the expectations of their society?

Timeline: April 15-May 27
Priority Standards: 10.4E, 10.5A, 10.8A, 10.9A, 10.9B, 10.9C, 10.11I
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will examine the tension between individual beliefs and societal expectations through literature and book club discussions. Students will analyze how characters respond to social pressures, challenge established norms, and make choices that shape their identities and communities. Through literary analysis, discussion, and writing, students will explore themes such as justice, responsibility, conformity, courage, and personal freedom. Students will also consider how authors communicate messages about society through characterization, conflict, and theme. As a culminating experience, students will create a written, oral, or multimedia product that demonstrates their understanding of the relationship between individuals and society.

At-Home Connection:

- Discuss examples of people who challenged societal expectations and consider the risks and rewards of their choices.
- Watch a film or documentary based on a social issue and analyze how individuals either conformed to or challenged societal norms.
- Ask your teen to identify a character from literature, film, or history who changed a community and explain what made that person influential.
- Create a family "current issues roundtable" where everyone discusses a community or global issue and considers individual responsibility in creating change.