



# English II Advanced Year at a Glance (YAG)



First Semester	Second Semester
<b>1<sup>st</sup> Nine Weeks – 41 days</b> (August 14 <sup>th</sup> – October 11 <sup>th</sup> ) <i>(September 4<sup>th</sup> – Labor day – No School)</i> <i>(October 9<sup>th</sup> - School Holiday)</i> <i>(October 16<sup>th</sup> – Staff Development)</i>	<b>3<sup>rd</sup> Nine Weeks – 45 days</b> (January 3 <sup>rd</sup> – March 8 <sup>th</sup> ) <i>(January 15<sup>th</sup> – MLK – No School)</i> <i>(February 12<sup>th</sup> - Teacher Work Day)</i> <i>(February 19<sup>th</sup> - Staff Development)</i>
<p><b>TEKS</b></p> <p><u>E2.1A, E2.1B, E2.3A, E2.5G, E2.1A, E2.5J</u></p> <p><u>E2.4A, E2.4B, E2.4C, E2.4D, E2.4E, E2.4F</u></p> <p><u>E2.6A, E2.6B, E2.6C, E2.6D, 7A, E2.7E</u></p> <p><u>E2.8A, E2.8B, E2.8D, E2.8E, E2.8F, E2.8G</u></p> <p><u>E2.9B, E2.9C, E2.9D, E2.9E, E2.10E, E2.10F</u></p> <p><u>E2.11A, E2.11B, E2.11C, E2.11D, E2.11E, E2.11G, E2.11H, E2.11I</u></p> <p><b>Positive Character TEKS</b></p> <p>§120.9</p>	<p><b>Contemporary Novel: <i>All the Light We Cannot See</i></b></p> <p>Students will examine the characters, setting, structure, and narration of a selected novel to understand and express through literary argumentation how those factors impact the reader’s experience and contribute to an overall interpretation.</p> <p><b>Close Reading:</b></p> <p>Students will examine the characters, setting, structure, and narration of a selected novel to understand and express through literary argumentation and reflective writing how those factors impact the reader’s experience and contribute to an overall interpretation.</p> <p><b>Analysis of Short Stories:</b></p> <p>Students examine the characters, setting, structure, narration, and figurative language of selected texts to understand and express through literary argumentation how those factors impact the reader’s experience and contribute to an overall interpretation.</p> <p><b>Analysis of Poetry</b></p> <p>Students will examine the characters, setting, structure, narration, and figurative language in selected poems to understand and express through literary argumentation how these factors impact the reader’s experience and contribute to an overall interpretation.</p> <p><b>Independent Reading</b> Students will select, read, and examine novels, focusing on a thematic analysis and utilizing the skills developed throughout the year.</p> <p><b>Resources:</b>  <i>All the Light We Cannot See</i>, Anthony Doerr            excerpts from <i>All Quiet on the Western Front</i>, Erich Maria Remarque            “The Flowers”, Alice Walker            “By the Waters of Babylon”, Stephen Vincent Benét            “The Pie”, Gary Soto            Selected Poetry</p>
<p><b>TEKS</b></p> <p><u>E2.1A, E2.1B, E2.3A, E2.5G, E2.1A, E2.5J</u></p> <p><u>E2.4A, E2.4B, E2.4C, E2.4D, E2.4E, E2.4F</u></p> <p><u>E2.6A, E2.6B, E2.6C, E2.6D, 7A, E2.7E</u></p> <p><u>E2.8A, E2.8B, E2.8D, E2.8E, E2.8F, E2.8G</u></p> <p><u>E2.9B, E2.9C, E2.9D, E2.9E, E2.10E, E2.10F</u></p> <p><u>E2.11A, E2.11B, E2.11C, E2.11D, E2.11E, E2.11G, E2.11H, E2.11I</u></p> <p><b>Positive Character TEKS</b></p> <p>§120.9</p>	<p><b>TEKS</b></p> <p><u>E2.1A, E2.1B, E2.3A, E2.5G, E2.1A, E2.5J</u></p> <p><u>E2.4A, E2.4B, E2.4C, E2.4D, E2.4E, E2.4F</u></p> <p><u>E2.6A, E2.6B, E2.6C, E2.6D, 7A, E2.7E</u></p> <p><u>E2.8A, E2.8B, E2.8D, E2.8E, E2.8F, E2.8G</u></p> <p><u>E2.9B, E2.9C, E2.9D, E2.9E, E2.10E, E2.10F</u></p> <p><u>E2.11A, E2.11B, E2.11C, E2.11D, E2.11E, E2.11G, E2.11H, E2.11I</u></p> <p><b>Positive Character TEKS</b></p> <p>§120.9</p> <p><b>Rhetorical Analysis</b> Students will examine the speaker, message, rhetorical situation, and rhetorical devices of a selected speech to understand and express through rhetorical argumentation how those factors impact the reader’s experience and contribute to an overall interpretation to the message.</p> <p><b>Analysis of Nonfiction and Researched Argument</b></p> <p>Students will develop questions for formal and informal inquiry, critique the research process, develop, revise and modify the major research question to synthesize information with attention to credibility and proper MLA citation.</p> <p><b>Independent Reading</b> Students will select, read, and examine nonfiction, focusing on rhetorical strategies with supporting research.</p> <p><b>Resources:</b>            “I Have a Dream” Speech, Martin Luther King Jr.            Various Nonfiction</p>
<b>2<sup>nd</sup> Nine Weeks – 43 days</b> (October 12 <sup>th</sup> – December 15 <sup>th</sup> ) <i>(November 20<sup>th</sup> – 24<sup>th</sup> – Thanksgiving Break)</i> <i>(December 18<sup>th</sup> – January 2<sup>nd</sup> – Holiday Break)</i>	<b>4<sup>th</sup> Nine Weeks – 45 days</b> (March 19 <sup>th</sup> – May 23 <sup>rd</sup> ) <i>(March 29<sup>th</sup> – Good Friday – No School)</i> <i>(April 26<sup>th</sup> – Battle of Flowers – No School)</i> <i>(May 24<sup>th</sup> – Teacher Work Day)</i>



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### [Texas State Plan for the Education of Gifted Talented Students](#)

District meets the needs of GT Students by modifying **depth, complexity and pacing** of the CI ordinarily provided (9)

- **Depth:** Exploration of concrete to abstract/familiar to unfamiliar/details, patterns, trends, ethical considerations (18)
- **Complexity: Extension in b/t and across disciplines** through themes/problems/issues from multiple POV (18)
- **Flexible pacing:** Students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Achieved by continuous progress, compacted courses, **advanced level courses**, grade skipping, early entrance, CBE (19)
- **Diversity:** The presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs (18)
- **Acceleration:** Academic intervention that matches the level, complexity and pace of the curriculum with the **readiness and motivation** of the student. Mastering TEKS at a rate faster or at an age earlier than the norm (18)
  
- 3.4 Opportunities to **work together as a group, work with other students, and work independently** during the school day (7)
- 4.3 A continuum of learning experiences is provided that leads to the development of **adv-level products and/or performances** TPSP (9)
- 4.5 **Opportunities** are provided to accelerate in areas of **student** strength (individual) (9)
- 4.7 Scheduling mods are implemented in order to meet the identified needs of **individual** students (9)