

English II Advanced Year at a Glance (YAG)



First Semester		Second Semester	
1st Nine Weeks – 41 days		3 rd Nine Weeks – 45 days	
(August 14 th – October 11 th)		(January 3rd – March 8 ^{t8h})	
(September 4th – Labor day – No School)		(January 15th – M.	
(October 9th - School Holiday)		(February 12th - Teacher Work Day) (February 19th - Staff Development)	
(October 16th – Staff Development)			taff Development)
<u>TEKS</u>	Contemporary Novel: All the Light We Cannot See	TEKS	Dhotonical Analysis Students will exemine the
	Students will examine the characters, setting,		Rhetorical Analysis Students will examine the speaker, message, rhetorical situation, and rhetorical
E2.1A, E2.1B, E2.3A,	structure, and narration of a selected novel to	E2.1A, E2.1B,	devices of a selected speech to understand and
E2.5G, E2.1A, E2.5J	understand and express through literary	E2.3A, E2.5G,	express through rhetorical argumentation how those
	argumentation how those factors impact the	E2.1A, E2.5J	factors impact the reader's experience and contribute
E2.4A, E2.4B, E2.4C, E2.4D,	reader's experience and contribute to an overall		to an overall interpretation to the message.
E2.4E, E2.4F	interpretation.	E2.4A, E2.4B,	
DZ.4D, DZ.41		E2.4C, E2.4D, E2.4E, E2.4F	Analysis of Nonfiction and Researched Argument
E2.6A, E2.6B, E2.6C,	Close Reading:	<u>E2.4E, E2.4F</u>	Students will develop questions for formal and
E2.6D, 7A E2.7E,	Students will examine the characters, setting,	E2.6A, E2.6B,	informal inquiry, critique the research process,
	structure, and narration of a selected novel to	E2.6C, E2.6D,	develop, revise and modify the major research
<u>E2.8A</u>	understand and express through literary	7A E2.7E.	question to synthesize information with attention to
E2.8B, E2.8D, E2.8E, E2.8F, E2.8G,	argumentation and reflective writing how those		credibility and proper MLA citation.
<u>12.01, 12.00,</u>	factors impact the reader's experience and	<u>E2.8A</u>	Independent Deading Ctylents will select med and
	contribute to an overall interpretation.	E2.8B, E2.8D, E2.8E, E2.8F,	Independent Reading Students will select, read, and examine nonfiction, focusing on rhetorical strategies
E2.9B, E2.9C, E2.9D,	Analysis of Short Stories:	E2.8G,	with supporting research.
E2.9E, E2.10E,	Students examine the characters, setting,	l ——	with supporting research.
<u>E2.</u> 10F	structure, narration, and figurative language of		
	selected texts to understand and express through	E2.9B, E2.9C,	
E2.11A, E2.11B,	literary argumentation how those factors impact	E2.9D, E2.9E,	
E2.11C, E2.11D, E2.11E, E2.11G,	the reader's experience and contribute to an	<u>E2.</u> 10E, <u>E2.</u> 10F	Resources:
E2.11H,E2.11I	overall interpretation.	E2.11A, E2.11B,	"I Have a Dream" Speech, Martin Luther King Jr.
		E2.11C, E2.11D,	Various Nonfiction
Positive Character	Analysis of Poetry	E2.11E, E2.11G,	
<u>TEKS</u>	Students will examine the characters, setting,	E2.11H,E2.11I	
04000	structure, narration, and figurative language in selected poems to understand and express		
§120.9	through literary argumentation how these	<u>Positive</u>	
	factors impact the reader's experience and	<u>Character</u>	
	contribute to an overall interpretation.	TEKS	
		§120.9	
	Independent Reading Students will select,	3	
	read, and examine novels, focusing on a		
	thematic analysis and utilizing the skills		
	developed throughout the year.		
	D		
	Resources: All the Light We Cannot See, Anthony Doerr		
	excerpts from All Quiet on the Western Front,		
	Erich Maria Remarque		
	"The Flowers", Alice Walker		
	"By the Waters of Babylon", Stephen Vincent		
	Benét		
	"The Pie", Gary Soto		
	Selected Poetry		
and MY MMY 1		4th NY	
2 nd Nine Weeks – 43 days (October 12 th – December 15th)		4 th Nine Weeks – 4	
(November 20th – 24th – Thanksgiving Break)		(March 19th– May 23rd) (March 29th – Good Friday – No School)	
(December 18th – January 2nd – Holiday Break)		(April 26th – Battle of Flowers – No School)	
		(May 24 ^h – Teacher Work Day)	



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Analysis of Drama	
l	
Students will examine the characters, setting, Analysis of Nonfiction and Rese	earched Argument
structure, narration, and figurative language of Students will develop questions for	or formal and
E2.1A, E2.1B, E2.3A, William Shakespeare's <i>Macbeth</i> to understand E2.1A, E2.1B, informal inquiry, critique the rese	arch process,
E2.5G, E2.1A, E2.5J and express through literary argumentation how E2.3A, E2.5G, develop, revise and modify the m	ajor research
those factors impact the audience's experience <u>E2.1A, E2.5J</u> question to synthesize information	
E2.4A, E2.4B, E2.4C, and contribute to an overall interpretation.	
<u>E2.4D,</u> <u>E2.4A, E2.4B,</u>	
E2.4E, E2.4F Visual Analysis E2.4C, E2.4D, Of Mice and Men	
Students will examine various scenes and E2.4E, E2.4F Students will examine the charact	ters, setting,
E2.0A, E2.0B, E2.0C,	
E2.6D, 7A E2.7E, interpretation and purpose. E2.6A, E2.6B, E2.6C, E2.6D. understand and express through li	
E2.8A argumentation how those factors in	
E2.8B, E2.8D, E2.8E, Analysis of Poetry experience and contribute to an or	
E2.8F, E2.8G, Students will examine the characters, setting, E2.8A interpretation.	
structure, narration, and figurative language in <u>E2.8B, E2.8D</u> ,	
selected poems to understand and express <u>E2.8E, E2.8F</u> , Independent Reading	
E2.9B, E2.9C, E2.9D, through literary argumentation how these E2.8G. Students will select, read, and exa	amine novels to
E2.9E. E2.10F factors impact the reader's experience and prepare for a student-led seminar	
contribute to an overall interpretation. thematic analysis and utilizing the	e skills developed
<u>E2.91A, E2.11B,</u> throughout the year.	•
<u>E2.11C, E2.11D,</u> <u>E2.9D, E2.9E,</u>	
E2.11E, E2.11G. Semester Finals and Dead Days	1
E2.11H,E2.111 Students will select read and examine novels	
focusing on a thematic analysis and utilizing the E2.11A, E2.11B, Resources:	
Positive Character skills developed throughout the year E2.11C. E2.11D. Various Nonfiction	
TEKS E2.11E, E2.11G Of Mice and Men, John Steinbeck	ζ
§120.9 Semester Finals and Dead Days (6 Days)	
Positive	
Resources: Character	
Macbeth, William Shakespeare TEKS	
Various scenes and productions of <i>Macbeth</i> .	
Selected poetry §120.9	

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)