



English II GL
Year at a Glance (YAG)
2024-25



First Semester		Second Semester	
1st Nine Weeks (August 12th – October 16 th) (September 2nd – Labor day – No School) (October 11th - Staff Development) (October 14 th – School Holiday)		3rd Nine Weeks (January 7th – March 7 th) (January 20th – MLK – No School) (February 17th - Presidents' Day-Staff Development) (March 10-14 - Spring Break)	
<p>TEKS <u>E2.8D,</u> <u>E2.8E, E2.8F,</u></p> <p><u>E2.6A, E2.6B, E2.6C,</u> <u>E2.6D, 7A E2.7E,</u> <u>E2.8A</u> <u>E2.8B,</u> <u>E2.8D, E2.8G,</u></p> <p><u>E2.9B, E2.9C, E2.9D,</u> <u>E2.9E</u></p> <p><u>E2.9B, E2.9C, E2.9D,</u> <u>E2.9E, E2.10E</u></p> <p><u>E2.11A, E2.11B,</u> <u>E2.11, C, E2. 11D,</u> <u>E2. 11E, E2.11F, E2.</u> <u>11G, E2.11H, E2.11I</u></p> <p><u>E2.9D</u></p> <p><u>E2.3A</u></p> <p>Positive Character TEKS</p> <p>§120.9 1 (A-D)</p>	<p>Drama Analysis (12 days) Students examine selected drama texts in order to make inferences, draw conclusions about the structure and elements of drama.</p> <p>Genre: Greek Tragedy (12 days) Students explain and understand the elements of Greek Tragedy in selected texts.</p> <p>Tragic Hero (6 days) Students self select a modern day person that they must defend as a tragic hero based on the traits/history of Greek Tragic Hero.</p> <p>Written Composition/Perfect Paragraph (10 days) Students develop a perfect paragraph to analyze a given prompt/topic.</p> <p>Analysis Essay (5 days) Students analyze and make inferences as to whom is the tragic hero of selected texts we have read and compose an essay that supports their findings.</p> <p>Research (4 days) Students evaluate research data in order to defend and identify their choice of a modern day tragic hero.</p> <p>Grammar Capitalization, punctuation, Commonly Confused words (9 days) Students demonstrate command over capitalization, punctuation, and commonly confused words, when reading or writing for various reasons.</p> <p>Leisure Reading Selections (9 days) Students develop a passion for reading through self selected reading options in fantasy, science fiction, or mystery.</p> <p>Students explore district expectations for digital citizenship and district academic integrity policy with a focus on submitting original student work</p> <p>All units emphasize the integration of reading and writing skills supports the continued development of processes, while providing a framework for college and career readiness.</p>	<p>TEKS <u>E2.8D,</u> <u>E2.8E, E2.8F,</u></p> <p><u>E2.7E, E2.8A</u> <u>E2.8B,</u> <u>E2.8D, E2.8G,</u></p> <p><u>E2.6A</u></p> <p><u>E2.9D</u></p> <p><u>E2.6A, E2.6B,</u> <u>E2.6C, E2.6D, 7A</u> <u>E2.7E, E2.8A</u> <u>E2.8B,</u> <u>E2.8D, E2.8G,</u></p> <p><u>E2.3A</u></p> <p>Positive Character TEKS</p> <p>§120.9 3 (A-C)</p> <p>4 (A-D)</p>	<p>Literature Analysis (12 days) Students will evaluate the text, <i>Of Mice and Men</i> by John Steinbeck. Students will analyze the effect that loneliness and isolation play in the text along with analyzing the nature of human existence.</p> <p>Historical Background Research (4 days) Students evaluate the historical background and context of when the story takes place to gain understanding of the time, place, and setting.</p> <p>Character Comparison Essay (5 days) Students will compose an essay where they will compare/contrast two characters that they have read in selected texts.</p> <p>Grammar Parts of Speech (9 days) Students demonstrate command over parts of speech when reading or writing for various reasons.</p> <p>Literature Analysis of Short Stories (6 days) Students will evaluate the text of 2 short stories to analyze and discuss the effect of characterization, character traits, theme, and plot elements.</p> <p>Leisure Reading Selections (9 days) Students develop a passion for reading through self selected reading options in historical fiction or horror.</p> <p>Students will identify how compassion can take on various forms through the reading of <i>Of Mice and Men</i>.</p> <p>Students participate in constructive discussion of opposite opinions using protocols to ensure active listening and respect for all.</p> <p>All units emphasize the integration of reading and writing skills supports the continued development of processes, while providing a framework for college and career readiness.</p>
2nd Nine Weeks		4th Nine Weeks	



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(October 17 th – December 20th) (November 25 th – 29 th – Thanksgiving Break) (December 23 th – January 3 rd – Holiday Break)		(March 18 th – May 22nd) (April 18 th – Good Friday – No School) (May 2 nd – Battle of Flowers – No School)	
<p><u>TEKS</u> <u>E2.8D,</u> <u>E2.8E, E2.8F,</u></p> <p><u>E2.7E, E2.8A</u> <u>E2.8B,</u> <u>E2.8D, E2.8G,</u></p> <p><u>E2.9B, E2.9C, E2.9D,</u> <u>E2.9E,</u> <u>E2.10A, E2.10B,</u> <u>E2.10C, E2.10D</u></p> <p><u>E2.3A</u></p> <p><u>E2.9D</u></p> <p><u>Positive</u> <u>Character TEKS</u></p> <p>§120.9 2 (A-D)</p>	<p>Triplet- Gothic Literature (5 days) Students will draw conclusions using chronological order, synthesize, view and interpret 3 selected texts to show how they are related or unrelated.</p> <p>Poetry- (4 days) Students will evaluate selected pieces of poetry to analyze characters and make inferences.</p> <p>Triplet- Plot, Setting, Mood (4 days) Students will evaluate selected texts to study character and conflict, make predictions, use text features, view and interpret media.</p> <p>Independent Learning Study (4 days) Students will analyze a choice reading selection and connect it to the short story selections we read as a whole group and to the real world. .</p> <p>Leisure Reading Selections (9 days) Students develop a passion for reading through self selected reading options in the genres of biography, autobiography, or memoir.</p> <p>Persuasive Essay (11 days) Students will create an essay identifying and defending a stance they have on a chosen topic or prompt.</p> <p>Grammar Parts of Speech and Subjunctive Mood (9 days) Students demonstrate command over parts of speech and subjunctive mood, when reading or writing for various reasons.</p> <p>Students will compose a written response on their stance on which is more important: preparing for the future or living in the present.</p> <p>All units emphasize the integration of reading and writing skills supports the continued development of processes, while providing a framework for college and career readiness.</p>	<p><u>TEKS</u> <u>E2.11A, E2.11B,</u> <u>E2.11C, E2.11D,</u> <u>E2.11E, E2.11F,</u> <u>E2.11G, E2.11H,</u> <u>E2.11I,</u></p> <p><u>E2.7A, E2.8D,</u> <u>E2.8E, E2.8F</u> <u>E2.7F, E2.8C</u></p> <p><u>E2.9D</u></p> <p><u>E2.5G, E2.8C,</u> <u>E2.8G</u></p> <p><u>E2.3A</u></p> <p><u>Positive</u> <u>Character</u> <u>TEKS</u></p> <p>§120.9 3 (A-C)</p>	<p>Research Scaffolding (7days) Students will select a topic one of the following topics (Jim Crow Laws, Death Penalty, Civil Rights Movement, The Equal Justice Initiative (EJI), To Kill a Mockingbird) in order to research and illustrate their knowledge of the topic and present their findings.</p> <p>Nonfiction text (15 days) Students will read and evaluate Bryan Stevenson’s memoir <i>Just Mercy</i> which details his career as the founder of the Equal Justice Initiative.</p> <p>Grammar Sentence Structure (9 days) Students demonstrate command over sentence structure when reading or writing for various reasons.</p> <p>Film/Text Analysis (5 days) Students will examine the similarities of Tom Robinson and Walter McMillian in regards to their upbringing and their prosecution</p> <p>Leisure Reading Selections (9 days) Students develop a passion for reading through self selected reading options in drama, romance or poetry.</p> <p>Students will explore the positive and negative effects of the justice system keeping an open mind and showing compassion to others.</p> <p>All units emphasize the integration of reading and writing skills supports the continued development of processes, while providing a framework for college and career readiness.</p>



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Resources

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Sophocles <i>Oedipus the King</i> Sophocles, <i>Antigone</i>	Cortazar, <i>House Taken Over</i> Oates, <i>Where is Here</i> Tress, <i>The Dream Collector</i> (photo gallery) News ELA, <i>The Box Car Letters</i> Valenzuela, <i>The Censors</i> Vonnegut, <i>Harrison Bergeron</i>	Steinbeck, <i>Of Mice and Men</i>	Stephenson, <i>Just Mercy</i> <i>Literary Circles - select texts (Hate U Give, All the Light We Cannot See, Columbine, The Red Queen, Call Me American)</i>