



2016-2017
English II Curriculum Map

	<p>Literature: Nonfiction (Rhetoric)</p>	<ul style="list-style-type: none"> ▪ ELA 10.5C Analyze the impact of narration when the narrator's point of view <p><u>Reading Comprehension:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.8 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. ▪ ELA 10.9D Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. ▪ ELA 10.10A Explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments. ▪ ELA 10.10B Analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks. ▪ ELA 10.11A Evaluate text for the clarity of its graphics and its visual appeal. ▪ ELA 10.11B Synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).
	<p>Literature: Poetry</p>	<p><u>Reading Comprehension:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.2 Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding ▪ ELA 10.3 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry. ▪ ELA 10.7 Understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. ▪ ELA 10.8 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. <p><u>Listening and Speaking:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.24A Listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions ▪ ELA 10.24B Evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience. ▪ ELA 10.25 To give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. ▪ ELA 10.26 Work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful



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	<p>Literature: Fiction</p> <p>Literature: Poetry</p>	<p><u>Literary Terminology/Vocabulary Development:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.1A Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. ▪ ELA.10.1C Infer word meaning through the identification and analysis of analogies and other word relationships. <p><u>Reading Comprehension:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.2A Analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition. ▪ ELA 10.5A Evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction. ▪ ELA 10.5B Analyze the internal and external development of characters through a range of literary devices. ▪ ELA 10.5C Analyze the impact of narration when the narrator's point of view <p><u>Reading Comprehension:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.8 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. ▪ ELA 10.9D Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. ▪ ELA 10.10A Explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments. ▪ ELA 10.10B Analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks. ▪ ELA 10.11A Evaluate text for the clarity of its graphics and its visual appeal. ▪ ELA 10.11B Synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).
	<p>Literature: Nonfiction (Rhetoric)</p>	<p><u>Reading Comprehension:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.2 Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding ▪ ELA 10.3 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry. ▪ ELA 10.7 Understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.



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		<ul style="list-style-type: none"> ▪ ELA 10.8 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.
	<p>Composition: Persuasive Essay</p>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> ▪ ELA.10.13A Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea. ▪ ELA 10.13C Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. ▪ ELA 10.13D Edit drafts for grammar, mechanics, and spelling. ▪ ELA 10.13E Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. ▪ ELA 10.16A A clear thesis or position based on logical reasons supported by precise and relevant evidence. ▪ ELA 10.16B Consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context). ▪ ELA 10.16C Counter-arguments based on evidence to anticipate and address objections. ▪ ELA 10.16D An organizing structure appropriate to the purpose, audience, and context ▪ ELA 10.16E an analysis of the relative value of specific data, facts, and ideas. ▪ ELA 10.16F A range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations). <p>This sections also contains Writing/Expository and Procedural Texts:</p> <p>ELA 10.15A, 10.15Ai, 10.15Aii,10.15Aiii,10.15iv</p> <p>ELA 10.15B, 10.15Bi, 10.15Bii, 10.15Biii</p> <p>ELA 10.15C, 10.15Ci, 10.15Cii,</p> <p>ELA 10.15D</p>
3 rd Quarter	TBA	<p>Texas Essential Knowledge & Skills (TEKS)</p> <p>The student will:</p>
Figure 19B	Vocabulary Development	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.1A Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. ▪ ELA.10.1C Infer word meaning through the identification and analysis of analogies and other word relationships. ▪ ELA.10.1D Show and explain the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments. ▪ ELA.10.1E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.



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	<p>Literature: Drama</p>	<p>evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p> <p><u>Reading Comprehension:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.2 Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. ▪ ELA 10.2A compare and contrast differences in similar themes expressed in different time periods. ▪ ELA 10.2B analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature ▪ ELA 10.2C relate the figurative language of a literary work to its historical and cultural setting. ▪ ELA 10.4 Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays. ▪ ELA 10.5A Evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction. ▪ ELA 10.5B Analyze the internal and external development of characters through a range of literary devices. ▪ ELA 10.7 Understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. ▪ ELA 10.8 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <p><u>Media Literacy:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.12A Evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts. ▪ ELA 10.12B Analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) ▪ ELA 10.12C Examine how individual perception or bias in coverage of the same event influences the audience. ▪ ELA 10.12D Evaluate changes in formality and tone within the same medium for specific audiences and purposes.
	<p>Composition: Persuasive Essay</p>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.13C Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. ▪ ELA 10.13D Edit drafts for grammar, mechanics, and spelling. ▪ ELA 10.13E Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. ▪ ELA 10.16A A clear thesis or position based on logical reasons supported by precise and relevant evidence. ▪ ELA 10.16D An organizing structure appropriate to the purpose, audience, and context ▪ ELA 10.16E an analysis of the relative value of specific data, facts, and ideas.
<p>4th Quarter</p>	<p>TBA</p>	<p>Texas Essential Knowledge & Skills (TEKS)</p>



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Figure 19B		<p>The student will:</p>
		<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ ELA.10.1A Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. ▪ ELA.10.1C Infer word meaning through the identification and analysis of analogies and other word relationships. ▪ ELA.10.1D Show and explain the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments. ▪ ELA.10.1E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. <p><u>Grammar/Usage:</u></p> <ul style="list-style-type: none"> ▪ ELA.10.18A Use conventions of capitalization and punctuation correctly and consistently. ▪ ELA.10.19A Spell correctly, including using various resources to determine and check correct spellings. ▪ ELA.10.13C Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. ▪ ELA.10.13D Edit drafts for grammar, mechanics, and spelling. <p>This section also includes Oral and Written Conventions, Handwriting, Capitalization, Punctuation, and Spelling</p> <p style="text-align: center;">10.17Ai, Aii, 17B</p> <p style="text-align: center;">10.18A,10.18B,10.18Bi,10.18Bii,10.18Biii</p> <p style="text-align: center;">10.19</p>
	Literature: Drama	<p><u>Reading Comprehension:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.2 Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. ▪ ELA 10.2A compare and contrast differences in similar themes expressed in different time periods. ▪ ELA 10.2B analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature ▪ ELA 10.2C relate the figurative language of a literary work to its historical and cultural setting. ▪ ELA 10.4 Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays. ▪ ELA 10.5A Evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of



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		<p>fiction.</p> <ul style="list-style-type: none"> ▪ ELA 10.5B Analyze the internal and external development of characters through a range of literary devices. ▪ ELA 10.7 Understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. ▪ ELA 10.8 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <p><u>Media Literacy:</u></p> <ul style="list-style-type: none"> ▪ ELA 10.12A Evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts. ▪ ELA 10.12B Analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) ▪ ELA 10.12C Examine how individual perception or bias in coverage of the same event influences the audience. ▪ ELA 10.12D Evaluate changes in formality and tone within the same medium for specific audiences and purposes.
	<p>Composition: Research Paper</p>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> ▪ ELA.10.13A Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea. ▪ ELA 10.13C Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. ▪ ELA 10.13D Edit drafts for grammar, mechanics, and spelling. ▪ ELA 10.13E Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. ▪ ELA 10.20A Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic ▪ ELA 10.20B Formulate a plan for engaging in research on a complex, multi-faceted topic. ▪ ELA 10.21B Organize information gathered from multiple sources to create a variety of graphics and forms ▪ ELA 10.21C Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). ▪ ELA 10.22B Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity. ▪ ELA 10.23A Marshals evidence in support of a clear thesis statement and related claims ▪ ELA 10.23B Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view. ▪ ELA 10.23D Uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research. ▪ ELA 10.23E Uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.