

Subject: English II	Weeks: 1-6	Timeframe: 1 st Six Weeks	Level/Grade: High School 10 th , LDHS
<p>Objectives:</p> <ol style="list-style-type: none"> 1) To determine where students stand with their grammar and writing skills. 2) To aid students in the development of vocabulary with definitions, parts of speech, and analogies. 3) To help students master understanding with literary terms as they relate to reading material. 4) To continue student development of higher-order thinking skills with respect to literary analysis. 5) To develop student understanding of different literary genres, focusing on short stories. <p>Areas of Focus: Grammar, Writing, Vocabulary, Literary Terms, Analysis, and Short Stories</p> <p>Grammar : grammar income inventory test, basic review of grammar (types of sentences, usage), review of the “grammar bible.”</p> <p>Writing: inventory writing piece, types of sentences, prewriting techniques, blogging, short answers</p> <p>Vocabulary: definitions, parts of speech, analogies – focus on verb types (transitive, intransitive, linking, etc.)</p> <p>Literary Terms : as applicable to reading materials</p> <p>Analysis : have students identify meaningful connections between what they read and the world beyond the text.</p> <p>Short Stories: “A Sound of Thunder” “By the Waters of Babylon” “The Monkey’s Paw” “Two Kinds” “The Boar Hunt” “An Ounce of Clay are We Created”</p>			

Subject: English II	Weeks: 7-12	Timeframe: 2nd Six Weeks	Level/Grade: High School 10 th , LDHS
<p>Objectives:</p> <ol style="list-style-type: none"> 6) To continue student development of grammatical skills, focusing on phrases, clauses, and possession. 			

- 7) To aid students in the development of vocabulary with definitions, parts of speech, analogies, and writing short stories with their words.
- 8) To help students master understanding with literary terms as they relate to reading material.
- 9) To continue student development of higher-order thinking skills with respect to literary analysis.
- 10) To develop student understanding of different literary genres, focusing on the novel My Antonia.

Areas of Focus: Grammar, Writing, Vocabulary, Literary Terms, Analysis, and novels

Grammar : phrases and clauses, possession

Writing: layered writing, prompt response, short answers, thesis statements, blogging.

Vocabulary: definitions, parts of speech, analogies, short stories

Literary Terms : as applicable to reading materials

Analysis : have students identify meaningful connections between what they read and the world beyond the text.

Novel: My Antonia

Subject: English II	Weeks: 13-18	Timeframe: 3rd Six Weeks	Level/Grade: High School 10 th , LDHS
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Objectives:

- 11) To continue student development of grammatical skills, focusing on punctuation, avoiding run-on sentences, and avoiding fragments.
- 12) Continue to aid students in the development of vocabulary with definitions, parts of speech, analogies, and writing short stories with their words.
- 13) To help students master understanding with literary terms as they relate to reading material.
- 14) To continue student development of higher-order thinking skills with respect to literary analysis.
- 15) To develop student understanding of different literary genres, focusing on the novel The Pearl.

Areas of Focus: Grammar, Writing, Vocabulary, Literary Terms, Analysis, and Short Stories

Grammar : phrases and clauses, possession

Writing: layered writing, prompt response, short answers, thesis statements, blogging.

Vocabulary: definitions, parts of speech, analogies, short stories

Literary Terms : as applicable to reading materials

Analysis : have students identify meaningful connections between what they read and the world beyond the text.

Novel: The Pearl

Subject: English II	Weeks: 19-24	Timeframe: 4th Six Weeks	Level/Grade: High School 10 th , LDHS
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Objectives:

- 16) To continue student development of grammatical skills, focusing on editing skills.
- 17) To aid students in the development of vocabulary with definitions, parts of speech, analogies, and writing poems with their words.
- 18) To help students master understanding with literary terms as they relate to reading material.
- 19) To continue student development of higher-order thinking skills with respect to literary analysis.
- 20) To develop student understanding of different literary genres, focusing on poetry.

Areas of Focus: Grammar, Writing, Vocabulary, Literary Terms, Analysis, and Poetry

Grammar : editing skills

Writing: layered writing, prompt response, short answers, thesis statements, poetry, blogging.

Vocabulary: definitions, parts of speech, analogies, poems

Literary Terms : as applicable to reading materials

Analysis : have students identify meaningful connections between what they read and the world beyond the text.

Poems: Song lyric analysis, “Theme for English B,” “One Perfect Rose,” “Shall I Compare Thee...,” “My Mistress’ Eyes...,” “Simile,” “Well, I Have Lost You...,” “The Base Stealer,” “To Satch,” “Ex Basketball Player,” “The Road Not Taken,” “We are Many,” “Night Clouds,” “Reapers,” “Three Haiku,” “Two Tanka,” “Constantly Risking Absurdity,” “Jazz Fantasia.”

Subject: English II	Weeks: 25-30	Timeframe: 5 th Six Weeks	Level/Grade: High School 10 th , LDHS
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Objectives:

- 21) To continue student development of grammatical skills, focusing on punctuation, avoiding run-on sentences, avoiding fragments, and diagramming.
- 22) Continue to aid students in the development of vocabulary with definitions, parts of speech, analogies, and sonnets with their words.
- 23) To help students master understanding with literary terms as they relate to reading material.
- 24) To continue student development of higher-order thinking skills with respect to literary analysis.
- 25) To develop student understanding of different literary genres, focusing on the drama “Julius Caesar.”

Areas of Focus: Grammar, Writing, Vocabulary, Literary Terms, Analysis, and Drama.

Grammar : Continue from 4th 6th Weeks; add diagramming.

Writing: Shakespearian Translation project (take scenes from “Julius Caesar” and have students translate them into modern vernacular), blogging.

Vocabulary: definitions, parts of speech, analogies, sonnets

Literary Terms : as applicable to reading materials

Analysis : have students identify meaningful connections between what they read and the world beyond the text.

Drama: “Julius Caesar”

Subject: English II	Weeks: 31-36	Timeframe: 6 th Six Weeks	Level/Grade: High School 10 th , LDHS
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Objectives:

- 26) To continue student development of grammatical skills, focusing on a culminated practice of editing skills.
- 27) To aid students in the development of vocabulary with a culminating practice of all methods learned.
- 28) To help students master understanding with literary terms as they relate to reading material.
- 29) To continue student development of higher-order thinking skills with respect to literary analysis.

30) To develop student understanding of different literary genres, focusing on the drama “Antigone.”

Areas of Focus: Grammar, Writing, Vocabulary, Literary Terms, Analysis, and Drama

Grammar : editing written pieces.

Writing: final essays – structured, informative, persuasive, and/or reflective. Blogging.

Vocabulary: inclusive of all methods from previous grading periods.

Literary Terms : as applicable to reading materials

Analysis : have students identify meaningful connections between what they read and the world beyond the text.

Drama: “Antigone”

SE Modifications: (subject to specific mods) reduction of assignment notes provided (when requested) extra time to complete assignment	Resources: Glencoe Literature Book, Vocabulary Workbook, Grammar Workbook	Evaluation Methods: exams, writing, oral check for understanding, group work
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