

Subject: Pre-AP English II	Weeks: 1-6	Timeframe: 1 st Six Weeks	Level/Grade: High School 10 th , LDHS
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Objectives:

- 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 and to prepare them to enter AP courses.
- 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 and the novels Things Fall Apart and Heart of Darkness.

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

Grammar : grammar income inventory test, basic review of grammar (types of sentences, usage), review of the “grammar bible.”

Writing: inventory writing piece, types of sentences, prewriting techniques, blogging, short answers

Vocabulary: definitions, parts of speech, analogies – focus on verb types (transitive, intransitive, linking, etc.)

Literary Terms : as applicable to reading materials – based on terms used in AP courses.

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

Short Stories: “A Sound of Thunder”
 “The Cold Equations”
 “By the Waters of Babylon”
 “The Monkey’s Paw”
 “Two Kinds”
 “The Boar Hunt”
 “And of Clay are We Created”

Novels: Things Fall Apart , Heart of Darkness

Subject: English II	Weeks: 7-12	Timeframe: 2nd Six Weeks	Level/Grade: High School
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			10 th , LDHS
<p>Objectives:</p> <ul 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 and AP courses. 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 short stories and the novel <u>Pride and Prejudice</u>. <p>Areas of Focus: Grammar, Writing, Vocabulary, Literary Terms, Analysis, and novels</p> <p>Grammar : phrases and clauses, possession</p> <p>Writing: layered writing, prompt response, short answers, thesis statements, blogging, essays</p> <p>Vocabulary: definitions, parts of speech, analogies, short stories</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 by modeling AP prompts.</p> <p>Short Stories: “A Sound of Thunder” “The Cold Equations” “By the Waters of Babylon” “The Monkey’s Paw” “Two Kinds” “The Boar Hunt” “’And of Clay are We Created”</p> <p>Novel: <u>Pride and Prejudice</u></p>			
Subject: English II	Weeks: 13-18	Timeframe: 3rd Six Weeks	Level/Grade: High School 10 th , LDHS
<p>Objectives:</p> <ul style="list-style-type: none"> 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 and AP courses.
 - 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 poetry.

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

Grammar : phrases and clauses, possession

Writing: layered writing, prompt response, short answers, thesis statements, 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,” “The Deer Hunter,” “Ariel,” and others.

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 the drama “Othello” and beginning the drama “Julius Caesar.”

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

Grammar : editing skills

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

Plays: “Othello,” “Julius Caesar”

Subject:
English II

Weeks:
25-30

Timeframe:
5th Six Weeks

Level/Grade:
High School
10th, LDHS

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” and “Death of a Salesman.”

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

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

Writing: essays, blogging.

Vocabulary: definitions, parts of speech, analogies

Literary Terms : as applicable to reading materials

Analysis : have students identify meaningful connections between what they read and the world beyond the text and express those connections and observations through writing.

Drama: “Julius Caesar,” “Death of a Salesman.”

Subject: English II	Weeks: 31-36	Timeframe: 6th Six Weeks	Level/Grade: High School 10th, LDHS
<p>Objectives:</p> <p>26) To continue student development of grammatical skills, focusing on a culminated practice of editing skills.</p> <p>27) To aid students in the development of vocabulary with a culminating practice of all methods learned.</p> <p>28) To help students master understanding with literary terms as they relate to reading material.</p> <p>29) To continue student development of higher-order thinking skills with respect to literary analysis.</p> <p>30) To develop student understanding of different literary genres, focusing on the drama “Antigone” and the novel <u>The Pearl</u>.</p> <p>Areas of Focus: Grammar, Writing, Vocabulary, Literary Terms, Analysis, and Drama</p> <p>Grammar : editing written pieces.</p> <p>Writing: final essays – structured, informative, persuasive, and/or reflective. Blogging.</p> <p>Vocabulary: inclusive of all methods from previous grading periods.</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>Drama: “Antigone”</p> <p>Novel: <u>The Pearl</u></p>			
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	