

**English II Curriculum Map
Quarter 1**

OAS/Objective	Application/Assessment	Texts
<p><i>Reading:</i></p> <p>1 - Speaking and Listening: Students will develop and apply effective communication skills through speaking and active listening. OAS 10.1.R.1</p> <p>2 – Reading Process: Students will read and comprehend increasingly complex literary and informational texts. OAS 10.2.R.1</p> <p>3 – Critical Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. OAS 10.3.R.3-5,7</p> <p>4 – Vocabulary: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. OAS 10.4.R.1,2</p> <p>5 - Language: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. OAS 10.5.R</p> <p>6 - Research: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. OAS 10.6.R.1,2</p> <p>7 – Multimodal Literacies: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. OAS 10.7.R.2</p> <p>8 – Independent Reading & Writing: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. OAS 10.8.R</p>	<p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Stop & Jot with Turn/Talk • Think, Pair, Share • Appointments • Take A Stand • Philosophical Corners • Praise, Polish, Question Peer Review • Outline Peer Review • ACE writing • SOAPS+STone 	<p>Selected from following:</p> <p><u><i>Literary Texts (Fiction)</i></u></p> <ul style="list-style-type: none"> • “The Lottery,” Shirley Jackson (Short Story) • “Harrison Bergeron,” Kurt Vonnegut (Short Story) • “Masque of the Red Death,” E. Poe • “There Will Come Soft Rains,” Ray Bradbury (Short Story) • “By the Waters of Babylon,” S. V. Benét (Short Story) • Excerpt from <i>Motel of the Mysteries</i>, David Macaulay (Novella) <p><u><i>Poetry</i></u></p> <ul style="list-style-type: none"> • “There Will Come Soft Rains,” Sara Teasdale <p><u><i>Informational Texts (Nonfiction)</i></u></p> <ul style="list-style-type: none"> • “10 Benefits of Reading: Why You Should Read Every Day,” L. Winter-Hebert • “What Exactly is Civil Discourse Today?” Rev. James D. Brown (Guest Editorial) • Student-selected article – future home technology • “Blame Society, Not Screen Time” Danah Boyd (Editorial) • “Are Smartphones Making us Dumber?” Charles Poladian (Editorial) • “Attached to Technology and Paying a Price” Matt Richtel (Editorial) • “Effects of Technology on Teens are not all Doom and Gloom” Chandra Johnson (Editorial) <p><u><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></u></p> <ul style="list-style-type: none"> • “Utopia,” Alanis Morissette (Song Lyrics) • Student selected songs for analysis and for Soundtrack

<p><i>Writing:</i></p> <p>1 - Speaking and Listening: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. OAS 10.1.W.1,2</p> <p>2 – Writing Process: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. OAS</p> <p>3 – Critical Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. OAS 10.3.W.1,4-6; 10.4.W.1-2; 10.5.W.1,3; 10.6.W.1,3</p> <p>4 – Vocabulary: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. OAS 10.4.W.1,2</p> <p>5 – Language: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. OAS 10.5.W1</p> <p>6 – Research: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. OAS 10.6.W1-4</p> <p>7 – Multimodal Literacies: Students will create multimodal texts to communicate knowledge and develop arguments. OAS 10.7.W.2</p> <p>8 – Independent Reading & Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. OAS 10.8.W</p>	<p><i>Student-Created Products</i> (selected from following):</p> <ul style="list-style-type: none"> • Diagnostic writing: Letter to Future Self • Song or poem • Short essay planning (outline or graphic organizer) • Short story (may be satire) • Travel blog • Music soundtrack • Personal narrative: This I Believe • Literary analysis • Research question • Technology research • Claim/thesis • Argument essay (multiple drafts) • Outline peer review <p><i>Assessments</i> (formative, summative):</p> <ul style="list-style-type: none"> • Parts of speech review • Active vs. passive voice • Individual grammar study based on diagnostic writing. • Morphology & Roots: Lum & Luc, Greek Roots 1-20 • One-on-one conferencing for independent novel reading • Characterization • Narrative conflict • ACE paragraph • Unit exam: multiple choice & writing 	
---	---	--

