### English II

#### Unit

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<th>Term 1 Semester 1</th>
<th>UNIT 1</th>
<th>Weeks 1-2</th>
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<tr>
<td></td>
<td>LANGUAGE</td>
<td>Grammar / Writing Conventions</td>
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#### Domain

<table>
<thead>
<tr>
<th>REVIEW 8th grade ELA CCSS (L): Standard 4</th>
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<tbody>
<tr>
<td><strong>CCSS (L) – Language</strong></td>
</tr>
<tr>
<td>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style….</td>
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<tr>
<td>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <em>MLA Handbook</em>, <em>Turabian’s Manual for Writers</em>) appropriate for the discipline and writing type.</td>
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<tr>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
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<td>Focus on sub-strands 4a, 4b, 4c, and 4d</td>
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<tr>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<tr>
<td>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</td>
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#### Cluster/Standard

<table>
<thead>
<tr>
<th>Essential Skills</th>
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<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. Review and memorize a list of the most critical Greek and Latin prefixes, roots, and suffixes</td>
</tr>
<tr>
<td>2. Apply Greek and Latin to new words</td>
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<tr>
<td>3. Understand MLA format and use on all subsequent essays for <em>every class at MPS</em></td>
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<tr>
<td>4. Use context to determine meaning of vocabulary</td>
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<tr>
<td>5. Use Greek and Latin roots to determine meaning of vocabulary</td>
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<td>6. Create a list of reference materials for learning vocabulary</td>
</tr>
<tr>
<td>7. Use the reference list to learn new words</td>
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<tr>
<td>8. Understand and analyze role of figures of speech in text</td>
</tr>
<tr>
<td>9. Apply various figures of speech to strengthen writing</td>
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<tr>
<td>10. Create a list of academic words that student will keep throughout time in high school</td>
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</table>

#### Academic Vocabulary

<table>
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<tr>
<th>Resources/Texts</th>
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</thead>
<tbody>
<tr>
<td>“Greek and Latin Roots” Handout</td>
</tr>
<tr>
<td><a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></td>
</tr>
<tr>
<td>“Figures of Speech” Handout</td>
</tr>
<tr>
<td>“Online References: A Preliminary List”</td>
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<tr>
<td>“Understanding Academic Language”</td>
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<tr>
<td>“Academic Vocabulary: A Preliminary List”</td>
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<td>Term 1 Semester 1</td>
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<td>UNIT 1</td>
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<td>Term 1 Semester 1</td>
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<td>UNIT 2</td>
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</tbody>
</table>

**Term 1 Semester 1**

**UNIT 1**

**Weeks 1-2**

**Grammar / Writing Conventions**

**CCSS (RL) – Reading Literature**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**CCSS (W) – Writing**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   - Focus on sub-strands 3a, 3b, and 3d

Students will be able to:

1. Cite evidence in a short story to support what the author means
2. Draw inferences from a short story
3. Determine a short story’s theme and show details that support student’s understanding of the theme
4. Identify events of a short story on a plot diagram.
5. Participate in an online community through a thread or blog
6. Create a plot diagram for a short story student will write
7. Brainstorm theme and narrator’s point of view for short story
8. Write evidence to support theme and narrator’s point of view
9. Write short story from pre-write activities and brainstorms

**Evidence**

- Inference
- Theme
- Conflict
- Protagonist
- Antagonist
- Narrator
- Plot Diagram
- Exposition
- Rising Action
- Climax
- Falling Action
- Resolution

**Resources/Texts**

- “The Boar Hunt” by Jose Vasconcelos
- “Tuesday Siesta” by Gabriel Garcia Marquez
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<th>Unit</th>
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<tr>
<td>Term 1 Semester 1</td>
<td>LANGUAGE</td>
<td>CCSS (L) – Language</td>
<td>Students will be able to:</td>
<td></td>
<td>“In Pursuit of Unhappiness” by Darrin McMahon</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>READING</td>
<td>CCSS (RI) – Reading Informational Texts</td>
<td>1. Identify the main ideas, including the author’s main argument or claim within a text</td>
<td></td>
<td>“Overall Results for Youth in Church” Center for Youth Studies</td>
</tr>
<tr>
<td>Weeks 3-4</td>
<td></td>
<td>RRRC In Pursuit of Unhappiness</td>
<td>2. Clarify meaning of unknown vocabulary</td>
<td></td>
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<tr>
<td>ERWC</td>
<td></td>
<td>CCSS (W) – Writing</td>
<td>3. Negotiate different voices in a single text</td>
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<td>4. Summarize text in a concise and accurate manner</td>
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<td>5. Participate in an online community through a thread or blog</td>
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<td>6. Formulate a response to text based on experiences and observations as they relate to the text</td>
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<td>7. Evaluate different types of evidence</td>
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<td>8. Draft and revise an argumentative essay with a focus on organizational structure</td>
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**CCSS (L) – Language**
Unit addresses CCSS (L) Standards 3, 4 & 5 (articulated in Unit 1):

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**CCSS (RI) – Reading Informational Texts**

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**CCSS (W) – Writing**
Unit addresses CCSS (W) Standard 6 and:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Focus on sub-strands 1a, 1b, 1d, 1e

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to purpose and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<th>Domain</th>
<th>Cluster/Standard</th>
<th>Essential Skills</th>
<th>Academic Vocabulary</th>
<th>Resources/Texts</th>
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<tbody>
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<td>9.</td>
<td></td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>Essential Skills</td>
<td>Academic Vocabulary</td>
<td>Resources/Texts</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>10. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td>Essential Skills</td>
<td>Academic Vocabulary</td>
<td>Resources/Texts</td>
</tr>
</tbody>
</table>

**Term 1 Semester 2**

**UNITS 4/5**

**Weeks 7-9**

*All Quiet on the Western Front*

**READING**

*CCSS (RL) – Reading Literature*

Unit addresses CCSS (RL) Standards 1, 2, and 3 (articulated in Unit 2) as well as:

- 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place…)
- 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each.

**WRITING**

*CCSS (W) – Writing*

Unit addresses CCSS (W) Standards 1, 4, 5, 6, 9 and 10 (articulated in Unit 2) as well as:

- 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Focus on sub-strands 2a, 2b, 2c, 2e, 2f

Students will be able to:

1. Cite evidence in a novel to support what the author means
2. Draw inferences from a novel
3. Determine a novel’s theme and show details from the text that support student’s understanding of the theme
4. Identify events of a novel on a plot diagram
5. Compare and contrast the German experience of World War I with that of the American experience
6. Compare and contrast a cinematic representation of a novel with the novel focusing on what was emphasized or left out.
7. Participate in online community through thread or blog
8. Draft and revise an informative/analytical essay with a focus on organizational structure

*All Quiet on the Western Front by Erich Maria Remarque*
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<tbody>
<tr>
<td>Term 1 Semester 2</td>
<td>LANGUAGE</td>
<td>CCSS (L) – Language</td>
<td>Students will be able to:</td>
<td>Unit 6 domain vocabulary</td>
<td>“River Plan Too Fishy for My Taste Buds” by Bill McEwen</td>
</tr>
<tr>
<td>UNIT 6</td>
<td>READING</td>
<td>CCSS (RI) – Reading Informational Texts</td>
<td>1. Distinguish fact from opinion in newspaper opinion pieces</td>
<td>(Per Activity 8)</td>
<td>“River Restoration Project Offers a Sprinkling of Hope” by Daniel Weintraub</td>
</tr>
<tr>
<td>Weeks 10-11</td>
<td></td>
<td>Unit addresses CCSS (L) Standards 3, 4, 5 &amp; 6 (articulated in Unit 1): Standard 4 focuses on sub-strands 4a, 4c, and 4d</td>
<td>2. Summarize newspaper opinion pieces accurately</td>
<td>Fact</td>
<td></td>
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<tr>
<td>ERWC River Rights: Whose Water Is It?</td>
<td></td>
<td>CCSS (RI) standards 2, 4 and 5 (articulated in Unit 3) as well as:</td>
<td>3. Define domain-specific words and phrases as they are used in a specific scientific method or technical context, relevant to texts and topics for grade 10</td>
<td>Opinion</td>
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<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>4. Identify the scientific and political features of California’s water system</td>
<td>News article</td>
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<td>2. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
<td>5. Explain the impact of different interest groups on public policy</td>
<td>Editorial</td>
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<td>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
<td>6. Support a policy claim with textual evidence</td>
<td>Op Ed</td>
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<td>4. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
<td>7. Complete an on-demand timed write in response to a technical issue</td>
<td>Column</td>
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<td>5. Define domain-specific words and phrases as they are used in a specific scientific method or technical context, relevant to texts and topics for grade 10</td>
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<td>Review</td>
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<td>6. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
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<td>Claim</td>
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<td>Counterclaim</td>
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<td>Audience</td>
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<td>Purpose</td>
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<td>Logos</td>
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<td>Pathos</td>
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<td>WRITING</td>
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<td>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
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<td>LANGUAGE</td>
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<td>UNIT 7</td>
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<td>Weeks 10-11</td>
<td>LANGUAGE</td>
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<td>ERWC</td>
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<td>Leopard Man</td>
<td>LANGUAGE</td>
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<tr>
<td>READING</td>
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<td>Students will be able to: 1. Identify the main ideas, including the author’s main argument or claim within a text  2. Generate data and use that as evidence in making an argument  3. Use context clues to figure out meaning of vocabulary  4. Annotate text in a purposeful manner  5. Summarize text in a concise and accurate manner  6. Formulate a response to the text based on personal experience as it relates to the text  7. Create an argument based on evidence from the text and personal experience  8. Evaluate the credibility of different types of evidence  9. Draft and revise an essay with a focus on organizational structure</td>
<td></td>
<td>“The Sociology of Leopard Man” by Logan Feys</td>
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<td>WRITING</td>
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English II

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<tbody>
<tr>
<td>Term 1 Semester 2</td>
<td>LANGUAGE</td>
<td>CCSS (L) – Language</td>
<td>Students will be able to: 1. Make predictions about an article based on title, length, structure and other observed features 2. Use context clues to figure out meaning of vocabulary 3. Articulate student understanding of key conceptual terms and apply to the text 4. Identify the main ideas, including the main argument or claim within a text 5. Analyze author’s use of classical rhetorical devises 6. Evaluate the credibility of different types of evidence 7. Annotate text in a purposeful manner 8. Summarize text in a concise and accurate manner 9. Formulate a response to the text 10. Draft and revise an essay with a focus on organizational structure</td>
<td></td>
<td>“What Is the Age of Responsibility?” by Alan Greenblatt</td>
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<tr>
<td>UNIT 8</td>
<td>READING</td>
<td>CCSS (RI) – Reading Informational Texts</td>
<td>Unit addresses CCSS (RI) Standards 1, 2, 3, 5, 6, and 8 (articulated in Units 3 and 6)</td>
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<tr>
<td></td>
<td>WRITING</td>
<td>CCSS (W) – Writing</td>
<td>Unit addresses CCSS (W) Standards 1, 2, 4, 5, 8, 9 &amp; 10 (articulated in Units 3, 4/5, 6) as well as:</td>
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<tr>
<td>Term 1 Semester 2</td>
<td>READING</td>
<td>CCSS (RI) – Reading Informational Texts</td>
<td>Unit addresses CCSS (RI) Standards 1, 2, 3, 4, 5, 6, and 8 (articulated in Units 3 and 6)</td>
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<tr>
<td>UNITS 9/10</td>
<td>WRITING</td>
<td>CCSS (W) – Writing</td>
<td>Unit addresses CCSS (W) Standards 2, 4, 5, 9 &amp; 10 (articulated in Units 3 &amp; 4/5) as well as:</td>
<td></td>
<td>Night by Eli Wiesel</td>
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</tbody>
</table>

**Term 1 Semester 2**

**UNIT 8**

Weeks 12-14

ERWC: Age of Responsibility

**UNIT 9/10**

Weeks 15-18

Non-Fiction Book: *Night* by Eli Wiesel