



**English II GL**  
**Year at a Glance (YAG)**  
**2021-22**



First Semester		Second Semester	
<b>1<sup>st</sup> Nine Weeks – 41 days</b> (August 16 <sup>th</sup> – October 13 <sup>th</sup> ) <i>(September 6<sup>th</sup> – Labor day – No School)</i> <i>(October 11<sup>th</sup> – Staff Development)</i>		<b>3<sup>rd</sup> Nine Weeks – 45 days</b> (January 3 <sup>rd</sup> – March 4 <sup>th</sup> ) <i>(January 17<sup>th</sup> – MLK – No School)</i>	
<p><b>TEKS</b>  <u>E2.8D.</u>  <u>E2.8E, E2.8F.</u></p> <p><u>E2.6A, E2.6B.</u>  <u>E2.6C, E2.6D, 7A</u>  <u>E2.7E, E2.8A</u>  <u>E2.8B.</u>  <u>E2.8D, E2.8G.</u></p> <p><u>E2.9B, E2.9C.</u>  <u>E2.9D, E2.9E</u></p> <p><u>E2.9B, E2.9C.</u>  <u>E2.9D, E2.9E.</u>  <u>E2.10E</u></p> <p><u>E2.11A, E2.11B.</u>  <u>E2.11, C, E2. 11D,</u>  <u>E2. 11E, E2.11F, E2.</u>  <u>11G, E2.11H, E2.11I</u></p> <p><u>E2.9D</u></p> <p><u>E2.3A</u></p>	<p><b>Drama Analysis</b> (12 days)            Students examine selected drama texts in order to make inferences, draw conclusions about the structure and elements of drama.</p> <p><b>Genre: Greek Tragedy</b> (12 days)            Students explain and understand the elements of Greek Tragedy in selected texts.</p> <p><b>Tragic Hero</b> (6 days)            Students self select a modern day person that they must defend as a tragic hero based on the traits/history of Greek Tragic Hero.</p> <p><b>Written Composition/Perfect Paragraph</b> (10 days)            Students develop a perfect paragraph to analyze a given prompt/topic.</p> <p><b>Analysis Essay</b> (5 days)            Students analyze and make inferences as to whom is the tragic hero of selected texts we have read and compose an essay that supports their findings.</p> <p><b>Research</b> (4 days)            Students evaluate research data in order to defend and identify their choice of a modern day tragic hero.</p> <p><b>Grammar Capitalization, punctuation, Commonly Confused words</b> (9 days)            Students demonstrate command over capitalization, punctuation, and commonly confused words, when reading or writing for various reasons.</p> <p><b>Leisure Reading Selections</b> (9 days)            Students develop a passion for reading through self selected reading options in fantasy, science fiction, or mystery.</p>	<p><b>TEKS</b>  <u>E2.8D.</u>  <u>E2.8E, E2.8F.</u></p> <p><u>E2.7E, E2.8A</u>  <u>E2.8B.</u>  <u>E2.8D, E2.8G.</u></p> <p><u>E2.9B, E2.9C.</u>  <u>E2.9D, E2.9E.</u>  <u>E2.10A, E2.10B.</u>  <u>E2.10C, E2.10D</u></p> <p><u>E2.3A</u></p> <p><u>E2.9D</u></p>	<p><b>Triplet- Science (non-fiction)/Science Fiction analysis</b> (4 days)            Students will draw conclusions using chronological order, synthesize, view and interpret 3 selected texts to show how they are related or unrelated.</p> <p><b>Poetry-</b> (4 days)            Students will evaluate selected pieces of poetry to analyze characters and make inferences.</p> <p><b>Triplet- Plot, Setting, Mood</b> (4 days)            Students will evaluate selected texts to study character and conflict, make predictions, use text features, view and interpret media.</p> <p><b>Leisure Reading Selections</b> (9 days)            Students develop a passion for reading through self selected reading options in the genres of biography, autobiography, or memoir.</p> <p><b>Grammar Parts of Speech and Subjunctive Mood</b> (7 days)            Students demonstrate command over parts of speech and subjunctive mood, when reading or writing for various reasons.</p> <p><b>Written Composition/Persuasive Essay</b> (10 days)            Students compose an essay that uses persuasive techniques to defend a position on a given topic</p>
<b>2<sup>nd</sup> Nine Weeks – 43 days</b> (October 14 <sup>th</sup> – December 17 <sup>th</sup> ) <i>(November 22<sup>th</sup> – 26<sup>th</sup> – Thanksgiving Break)</i> <i>(December 20<sup>th</sup> – December 31<sup>st</sup> – Holiday Break)</i>		<b>4<sup>th</sup> Nine Weeks – 51 days</b> (March 7 <sup>th</sup> – May 11 <sup>th</sup> ) <i>(April 8<sup>th</sup> – Good Friday – No School)</i> <i>(April 15<sup>th</sup> – Battle of Flowers – No School)</i>	



**English II GL**  
**Year at a Glance (YAG)**  
**2021-22**



*(May 30<sup>th</sup> – Memorial Day – No School)*

<p><b>TEKS</b></p> <p><u>E2.8D</u>, <u>E2.8E</u>, <u>E2.8F</u>,</p> <p><u>E2.7E</u>, <u>E2.8A</u> <u>E2.8B</u>, <u>E2.8D</u>, <u>E2.8G</u>,</p> <p><u>E2.6A</u></p> <p><u>E2.9D</u></p> <p><u>E2.6A</u>, <u>E2.6B</u>, <u>E2.6C</u>, <u>E2.6D</u>, <u>7A</u> <u>E2.7E</u>, <u>E2.8A</u> <u>E2.8B</u>, <u>E2.8D</u>, <u>E2.8G</u>,</p> <p><u>E2.3A</u></p>	<p><b>Literature Analysis (13 days)</b> Students will evaluate the text, <i>Of Mice and Men</i> by John Steinbeck- the story of two migrant farm workers in the 1940s. Students will analyze the effect of the Recession, racism, mental disabilities and how the lives of migrant farm workers play in the text.</p> <p><b>Historical Background (4 days)</b> Students will research the historical background of historical events and the livelihood of people during the time frame of the book <i>Of Mice and Men</i></p> <p><b>Character Comparison Essay (5 days)</b> Students will compose an essay where they will compare/contrast two characters that they have read in selected texts.</p> <p><b>Grammar</b> Parts of Speech (10 days) Students demonstrate command over parts of speech when reading or writing for various reasons.</p> <p><b>Literature Analysis of Short Stories (6 days)</b> Students will evaluate the text of 2 short stories to analyze and discuss the effect of characterization, character traits, theme, and plot elements.</p> <p><b>Leisure Reading Selections (9 days)</b> Students develop a passion for reading through self selected reading options in historical fiction or horror.</p>	<p><b>TEKS</b></p> <p><u>E2.11A</u>, <u>E2.11B</u>, <u>E2.11C</u>, <u>E2.11D</u>, <u>E2.11E</u>, <u>E2.11F</u>, <u>E2.11G</u>, <u>E2.11H</u>, <u>E2.11I</u>,</p> <p><u>E2.7A</u>, <u>E2.8D</u>, <u>E2.8E</u>, <u>E2.8F</u> <u>E2.7F</u>, <u>E2.8C</u></p> <p><u>E2.9D</u></p> <p><u>E2.5G</u>, <u>E2.8C</u>, <u>E2.8G</u></p> <p><u>E2.3A</u></p>	<p><b>Research Scaffolding (7days)</b> Students will select a topic one of the following topics (Jim Crow Laws, Death Penalty, Civil Rights Movement, The Equal Justice Initiative (EJI), To Kill a Mockingbird) in order to research and illustrate their knowledge of the topic and present their findings.</p> <p><b>Nonfiction text (12 days)</b> Students will read and evaluate Bryan Stevenson’s memoir <i>Just Mercy</i> which details his career as the founder of the Equal Justice Initiative.</p> <p><b>Grammar Sentence Structure (9 days)</b> Students demonstrate command over sentence structure when reading or writing for various reasons.</p> <p><b>Film/Text Analysis (7 days)</b> Students will examine the similarities of Tom Robinson and Walter McMillian in regards to their upbringing and their prosecution</p> <p><b>Leisure Reading Selections (9 days)</b> Students develop a passion for reading through self selected reading options in drama, romance or poetry.</p> <p><b>Written Composition/Research Project (10 days)</b> Students will use research techniques to compose a research project on a selected person.</p>
---	---	---	---

Resources

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p>Sophocles <i>Oedipus the King</i></p> <p>Sophocles, <i>Antigone</i></p>	<p><i>The Fall of House of Usher</i> by Edgar Allen Poe</p>	<p>The Fall of the House of Usher by Edgar Allen Poe</p> <p>House Taken Over by Julio Corazar</p> <p>Charles by Shirley Jackson</p>	<p>Stephenson, <i>Just Mercy</i></p> <p><i>To Kill a Mockingbird</i>- Movie</p>