

## English 2 CP – Curriculum Pacing Guide

YEAR LONG PACING GUIDE				
Pacing	Instructional Day(s)	SC Standards/Indicators	Academic Focus: Major Topic or Concept	Supporting Resources
10 days	1st semester: 2-11  2nd semester: 94-103	<ul style="list-style-type: none"> <li>● I 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</li> <li>● I 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis</li> <li>● I 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</li> <li>● RL/ RI 1, 2, 3, 4 (Principles of Reading) understanding of organization, features, spoken word, syllables, sounds, phonics, and word analysis and read with sufficient accuracy and fluency to support comprehension</li> <li>● RL 6: Summarize key details and ideas to support analysis of thematic development.</li> <li>● RI 7: Research events, topics, ideas, or concepts through multiple media, formats, and visual, auditory, and kinesthetic modalities.</li> <li>● RI 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</li> <li>● RI/RL 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</li> </ul>	Short Stories & Introduction to Informational Text <ul style="list-style-type: none"> <li>● <i>Civil Peace</i></li> <li>● <i>Like the Sun</i></li> <li>● <i>A Problem</i></li> <li>● <i>Open Window</i></li> </ul>	Short story/informational text connection: Teach students about theme and have them find a current event article that relates to the theme of one of the short stories.  Students create a tableau (mannequin challenge) to represent parts of the plot of a short story  Students conduct a mini research assignment on the antiquated “mental condition” of Framton Nuttel.  Students conduct a mini research assignment on Victorian era culture.  Quote Analysis Template: <a href="#">Quote Analysis Charts</a> Students participate in philosophical chair discussions regarding dishonesty (necessary, unnecessary, etc.)  Students begin to explore the differences between cultural norms that are “American” and those that are not. This ties to theme so that students do not Americanize themes from other cultural texts.  Students read about socialism and its appeal to their peers (according to news sources) by reading and discussing news articles about millennials and socialism. This gets political, but the kids are usually engaged. <a href="#">Example article</a>

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		<ul style="list-style-type: none"> <li>● RL 8 Analyze characters, setting, events, and ideas</li> <li>● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader</li> <li>● W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</li> <li>● W 4, W 5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>● RL 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</li> </ul>		<p>Students can write a narrative (short story or memoir) that incorporates the elements of a story discussed in this unit.</p> <ul style="list-style-type: none"> <li>● <a href="#">Mini-Lessons</a> slideshow lesson</li> <li>● <a href="#">Memoir Prompts/Questions</a></li> </ul> <p>Possible informational texts to pair:</p> <ul style="list-style-type: none"> <li>● Swimming to Antarctica (p. 130)</li> <li>● The Upside of Quitting (p. 150)</li> <li>● The Winning Edge (p. 158)</li> <li>● Science Fiction and the Future (p. 168)</li> </ul>
15 days	<p>1st semester: 12-27</p> <p>2nd semester: 103-118</p>	<ul style="list-style-type: none"> <li>● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</li> <li>● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader</li> <li>● I 3: (Examine historical contexts)</li> <li>● (Info Texts) RI 3: (synthesize ideas to find new understanding)</li> <li>● RL 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</li> <li>● RL 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time</li> </ul>	<p>Choice Text:</p> <ul style="list-style-type: none"> <li>● <i>Antigone</i></li> <li>● <i>A Gathering of Old Men</i></li> <li>● <i>The House on Mango Street</i></li> <li>● <i>Kindred</i></li> <li>● <i>Kite Runner</i></li> <li>● <i>Les Miserable</i></li> <li>● <i>Life of Pi</i></li> <li>● <i>Midsummer Night's Dream</i></li> <li>● <i>A Separate Peace</i></li> <li>● <i>Night</i></li> </ul>	<p>Dialectical Journal Assignment: Have students complete dialectical journals with their choice text. See example rubric for assignment on <i>Night</i>: <a href="#">Dialectical Journal Assignment</a></p> <p>For <i>Night</i>: Have students analyze Elie Wiesel's <a href="#">The Perils of Indifference</a>. Also on CommonLit.org. <a href="https://docs.google.com/document/d/1jHHm_qZ0cvqqs9-URTcc1bfZNkxJU14k_DQPuMJmyl/edit?usp=sharing">https://docs.google.com/document/d/1jHHm_qZ0cvqqs9-URTcc1bfZNkxJU14k_DQPuMJmyl/edit?usp=sharing</a></p> <p>For <i>Night</i>: Students analyze poems with the motif of night and darkness. <a href="https://docs.google.com/document/d/1rHElnCMI RTcuJzYfwkrMuXKv5J3-OtAGeGoCd8nvmgk/edit?usp=sharing">https://docs.google.com/document/d/1rHElnCMI RTcuJzYfwkrMuXKv5J3-OtAGeGoCd8nvmgk/edit?usp=sharing</a></p> <p>(<i>Mango Street</i>) Students research the history of immigrants in the U.S.</p>

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		<ul style="list-style-type: none"> <li>● RI 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</li> <li>● RI 10: (author's point of view and rhetoric)</li> <li>● RI 11: Analyze how the author's ideas or claims are supported through the use of text features and structures. Evaluate whether reasoning is valid and sufficient, and identify false statements and fallacious reasoning.</li> <li>● RI 6: (central idea)</li> <li>● RI 7: Research events, topics, ideas, or concepts through multiple media, formats, and visual, auditory, and kinesthetic modalities.</li> <li>● RI 8: (meaning of words, text features)</li> <li>● W 4, W 5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>● W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.\</li> <li>● W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● W 1: Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● I 4: Synthesize information to share learning and/or take action.</li> </ul>		<p>(<i>Antigone</i>) Students take on the role of movie producers to explore what aspects of a given work must be taken into account when developing a production. They may explore aspects such as Ancient Greek culture, government, setting, etc.</p> <p>(<i>Antigone</i>) Students make a “pitch” to be hired as a consulting firm--this is the presentation that will be graded.</p> <p>(Argument Research Paper) The topic of personal sacrifice is related to the themes of many pieces the students read in English II. Students develop a topic to pursue related to personal sacrifice (example: How much should people be willing to sacrifice for school). Students conduct their own research to develop a primary source to include in their paper, which can be a survey or interview. Students also follow all steps in the process of writing an argument paper.</p> <ul style="list-style-type: none"> <li>● Provide examples/excerpts of arguments for students to analyze the claims and reasoning. Give a strong example with valid reasoning and another with faulty reasoning to compare.</li> <li>● Students may be required to present a speech in conjunction with submitting their paper.</li> <li>● Scope of project can be differentiated for CP/Honors.</li> </ul>
16 days	<p>1st semester: 28-44</p> <p>2nd semester: 119-134</p>	<ul style="list-style-type: none"> <li>● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</li> <li>● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader</li> </ul>	<p><i>The Interpreter of Maladies</i> or <i>Joy Luck Club</i></p>	<p>Socratic Circle</p> <p>Literature Circles: Split students into groups and assign them a short story from <i>The Interpreter of Maladies</i>. Students can work together to read and analyze their assigned story, and then they can</p>

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		<ul style="list-style-type: none"> <li>● I 3: (Examine historical contexts)</li> <li>● (Info Texts) RI 3: (synthesize ideas to find new understanding)</li> <li>● RL 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</li> <li>● RL 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time</li> <li>● RI 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</li> <li>● RI 10: (author point of view and rhetoric)</li> <li>● RI 6: (central idea)</li> <li>● RI8: (meaning of words, text features)</li> <li>● W 4, W 5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>● W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</li> <li>● C 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</li> <li>● C 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</li> </ul>		<p>jigsaw to learn about the other stories from other groups.</p> <p>Resources for “Mr. Pirzada” and “A Temporary Matter” from <i>The Interpreter of Maladies</i>  <a href="https://docs.google.com/presentation/d/1JpOcWksPCk579wqDEqddqhMUOB-5IDtRQC9BJh0RqxE/edit?usp=sharing">https://docs.google.com/presentation/d/1JpOcWksPCk579wqDEqddqhMUOB-5IDtRQC9BJh0RqxE/edit?usp=sharing</a></p> <p><a href="#">Amy Tan's The Joy Luck Club</a> (NEA Big Read)</p> <p>Interview with Amy Chua by Ann Curry on <i>The Today Show</i>.</p> <p>Agree/Disagree with Amy Chua’s Tiger Mom discipline style. Article in <i>NY Times</i>: <a href="#">Amy Chua: Retreat of the 'Tiger Mother'</a></p> <p><a href="#">Spoken Word: “Point B”</a></p> <p>Students have the opportunity to practice writing and delivering spoken word (<i>The Joy Luck Club</i> strategy).</p> <p>Students write dialogue poetry using the voices of a mother/daughter pair (<i>The Joy Luck Club</i> strategy).</p> <p>Students write a found poem or blackout poem by using the allegories from each section of the novel (<i>The Joy Luck Club</i> strategy).</p> <p>Cultural Conflict and Clashing: Introduce students to the concept of culture and the reasons cultures clash:  <a href="#">Mini-Unit: Conflict &amp; Clashing</a></p> <p>Literature Log Assignment: Have students look for and respond to important “signposts” while</p>
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				<p>reading. Can be adapted for either <i>The Interpreter of Maladies</i> or <i>The Joy Luck Club</i>.  <a href="#">Literature Log</a></p> <p>Groups of students collaborate to research aspects of Chinese culture (<i>The Joy Luck Club</i>) and historical events (Second Sino-Japanese War) to present a multimedia and interactive presentation to classmates. Creativity in presentation style and delivery is a priority.</p>
1 day	<p>1st semester: 45</p> <p>2nd semester: 135</p>	<h3><u>Benchmark Test</u></h3>		
20 days	<p>1st semester: 46-66</p> <p>2nd semester: 136-151</p>	<ul style="list-style-type: none"> <li>● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</li> <li>● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader</li> <li>● I 3: (Examine historical contexts)</li> <li>● (Info Texts) RI 3: (synthesize ideas to find new understanding)</li> <li>● RL 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</li> <li>● RL 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time</li> <li>● RI 5: Determine meaning and develop logical interpretations by making predictions, inferring,</li> </ul>	<p>Choice Book:</p> <ul style="list-style-type: none"> <li>● <i>Antigone</i></li> <li>● <i>A Gathering of Old Men</i></li> <li>● <i>House on Mango Street</i></li> <li>● <i>Kindred</i></li> <li>● <i>Kite Runner</i></li> <li>● <i>Les Miserable</i></li> <li>● <i>Life of Pi</i></li> <li>● <i>Midsummer Night's Dream</i></li> <li>● <i>A Separate Peace</i></li> <li>● <i>Night</i></li> </ul>	<p>Students conduct philosophical chairs discussions about the themes of a given work (Ex: Children pay for the sins of the parents--<i>Antigone</i>).</p> <p>Students use dialogue journals to discuss ideas while reading.</p> <p>Students view short videos of actors from a production of <i>Antigone</i> who explain their perceptions and translations of the characters, themes, settings, etc. Example:  <a href="https://www.youtube.com/watch?v=gircNUOS2bc">https://www.youtube.com/watch?v=gircNUOS2bc</a></p> <p>Students use <i>The House on Mango Street</i> as a mentor text to write memoirs with similar themes or using similar writing craft.</p> <p>Students learn to develop character by breaking down their own personality into characters and writing a story that reflects a conflict similar to</p>

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		<p>drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p> <ul style="list-style-type: none"> <li>● RI 10: (author's point of view and rhetoric)</li> <li>● RI 6: (central idea)</li> <li>● RI 8: (meaning of words, text features)</li> <li>● W 4, W 5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>● W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</li> </ul>		<p>the one in the chosen work. I used this with <i>A Separate Peace</i>.</p> <p>Students approach the chosen piece from a particular critical stance after learning about the background of it and the basic driving philosophy behind it. This can be presented to the class at the end of the unit.</p>
21 days	<p>1st semester: 67-88</p> <p>2nd semester: 155-178</p>	<ul style="list-style-type: none"> <li>● W 1: Write arguments to support claims with clear reasons and relevant evidence.</li> <li>● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</li> <li>● RL 9: (figurative and connotative meanings of words)</li> <li>● RL 12: (manipulate time to create different effects)</li> <li>● W 4, W 5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li> <li>● RL 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</li> <li>● RL 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.</li> <li>● C 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</li> <li>● C 2: Articulate ideas, claims, and perspectives in</li> </ul>	<i>Julius Caesar</i>	<p>Teach pathos, ethos, and logos. Assign a research project or a paper in this unit. Students will create visual/multimedia presentations to share their findings.</p> <p>Students watch the actors discuss their perceptions and translations of characters: <a href="#">Education   Julius Caesar</a></p> <p>Students put Brutus on trial for the murder of Julius Caesar.</p> <p>Options:</p> <ul style="list-style-type: none"> <li>● (He can be convicted of 1st Degree or Justifiable Homicide) The class is divided into prosecution and defense. Students can be lawyers (trial, opening/closing statements, special procedures/evidentiary) OR witnesses (4 key for each side + any additional the students choose--must be in the text).</li> <li>● I use a guest jury (teachers/other students/etc.) I am the judge in this version.</li> </ul> <p>Differentiated Instruction: For students who may struggle with Shakespeare's language, use guided act packets to</p>

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		<p>a logical sequence using information, findings, and credible evidence from sources.</p> <ul style="list-style-type: none"> <li>● C 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</li> <li>● C 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact the audience and convey messages.</li> <li>● C 5: Incorporate craft techniques to engage and impact the audience and convey messages.</li> </ul>		<p>help guide them through the most important aspects of the play.</p> <ul style="list-style-type: none"> <li>● Act 1 <a href="#">Copy of Caesar Act 1 Packet</a></li> <li>● Act 2 <a href="#">Caesar Act 2 Packet</a></li> <li>● Act 3</li> <li>● Act 4</li> <li>● Act 5</li> </ul> <p>Additional resources:  <a href="#">JULIUS CAESAR TEACHERS' PACK</a> (Royal Shakespeare Company/BBC)            Use with links below:</p> <ul style="list-style-type: none"> <li>● <a href="#">Class Clips Julius Caesar Unlocked</a> (links to key scenes)</li> <li>● <a href="#">Full-length play audio</a></li> </ul> <p>A MIDSUMMER NIGHT'S DREAM</p> <ul style="list-style-type: none"> <li>● <a href="#">Full-length play audio</a></li> <li>● <a href="#">Reading the play</a></li> </ul>
1 day	1st semester: 78	<b><u>TDA</u></b>		
1 day	1st semester: 89  2nd semester: 175	<b><u>EOC</u></b>		