

Curriculum Map Summary

Course: English 2

Course Summary:

English 2 Yearlong builds upon the foundational skills of English 1. Students will continue to develop vocabulary building strategies, principles of grammar, and the writing process. Students will study forms of fiction and nonfiction. In the context of these works, students will develop high school level literacy: reading, speaking, listening, writing, and thinking skills.

Key Learning Objectives:

Students will:

- ❖ Analyze and demonstrate the competencies: Collaboration, Critical Thinking, Communication, Creativity
- ❖ Learn about Perspectives and analysis
- ❖ Identify and analyze protagonist perspectives
- ❖ Articulate plot structure
- ❖ Reflect on how culture impacts perspective and storytelling
- ❖ Identify the Impact of the Natural World
- ❖ Analyze the Dystopian Genre
- ❖ Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- ❖ Enhance vocabulary acquisition skills

Key Learning Strategies:

- Annotating a close read
- Teaching text structure
- The Writing Process

Units	Major reading pieces	writing	listening/speaking
Mythology (add a textbook unit here)	Teacher's choice: Circe, The Deep End of the Sea, Apollo, Magnus Chase, The Odyssey	(Minor Writing/media Project)research a myth from a culture and use media to share publish	Socratic Seminar: Book talk, Literature circles
Ourselves and Others (text Ch1) Essential question: "How does culture shape our experience?"	Novel Unit: World literature choice: Kite Runner: "Is Amir a Hero?"	Analytical Essay (Major Writing Project)	Novel discussion
Macbeth Essential question: Does absolute power corrupt?	-Macbeth -Common lit: psychology reading -History of Macbeth -No Fear Shakespeare (with translations)	Writing a modern adaptation of Macbeth. Reflection on major themes Comparison of filmic adaptations of the play (-Acting the modern adaptation of their translation. Socratic Seminar on Macbeth Listening as a class to the LA Theater's recorded audio for each act
Contemporary research mini unit (Food research, Gratitude project...) OR The Natural World (text ch 2)	Fast food nations excerpts or Chapter selections (poetry, informational text, and fiction)	New Media Writing: Research-based writing in a new media format (I.E. Blog, website, podcast.. etc.)	Publish a project in a new media format (i.e. create a website about a specific type of diet or gratitude).
Career exploration: "How do I get my dream job?" "How We See Things" (unit 4 Collections)	Self-selected reading -"Coming to our senses" Neil deGrasse Tyson pg 161 -Every Second Counts pg 170	Informative research Formal (Major Writing Project)	Formal speech

	-The Night Face Up pg 171 -The Math Instinct pg 183 -Various Career Articles		
Dystopian unit Can be taught with Hard-Won liberty (Text)	*Choice of a dystopian novel: F451, Animal Farm, 1984, House of Scorpion, Brave of World	Argumentative Essay-451 (Minor Writing Project) And Narrative dystopian writing (Minor Writing Project)	Debate
Co-Current: Vocabulary	Content-based vocabulary words, High-incidence academic words, reinforce word parts curriculum from Anderson, SAT word list		
Co-Current: Grammar	Daily Warm-ups: Grammar and usage, DOL, Grammar that Sticks, Grammar Curriculum		
Co-Current: Journaling		Weekly journaling	

Key Assessment Information:

- ❖ Semester 1 Final: Publish a project in a new media format

Supplementary Material Summary List: