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## English II Curriculum Map 2023-24

“The committee of Tennessee teachers, administrators, and higher education faculty who wrote the standards maintained an intentional focus on the language of the five strands. Following the mantra of “read about it, talk about it, write about it”—the committee approached reading and writing as reciprocal skills; therefore, the role of texts and routine writing permeates all of the standards. Students should read high quality texts, discuss their interpretation and analysis, and write about their learning. When working with the writing and speaking and listening standards, students should engage in reading and research practices as well as focus on the craft and correctness of their language.” Tennessee English Language Arts Standards

*Tennessee English Language Arts Standards*

This document provides a listing of ELA focus standards per quarter. Although standards are divided on this map, all ELA standards should be repeatedly and strategically used over the course of the year to strengthen reading and writing skills and deepen understanding of increasingly complex texts. Our Tennessee Academic Standards document states that “...planning for instruction needs to begin with a high-quality text and [that] planning decisions with the standards center on the selection(s).”

Classroom materials, plans, and instructional strategies should reflect the three ELA instructional shifts:

- Regular practice with complex text and its academic vocabulary
- Reading and writing grounded in evidence from literary and informational text
- Building knowledge through content-rich literary and informational text

**ACT connections** are included to reinforce awareness that ACT standards are encompassed within the Tennessee Academic Standards, ensuring that students who show strong growth and achievement on TCAP will also be well prepared to meet the college-and-career-readiness benchmarks on the ACT.



English II Curriculum Map 2023-24

WRITING

Although each quarter has a writing focus for explicit instruction, all three modes of writing should be practiced and reinforced over the course of the semester across ELA units as appropriate for unit texts and tasks.

Quarter 1
August 3-September 2
January 4- February 3

Unit 1- Inside the Nightmare
23 Days

Writing Focus: 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- a) Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
b) Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions
c) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
d) Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions
e) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
g) Use appropriate formatting, graphics, and multimedia to aid comprehension.
h) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
i) Establish and maintain a formal style and objective tone.

TN State Standard

ACT Standard

Pacing and Possible Texts



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<p><b>Focus Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>9-10.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</li> <li>● <b>9-10.RI.KID.2</b> Determine a central idea of a text analyze its development; provide an objective summary.</li> <li>● <b>9-10.RL.KID.3</b> Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</li> <li>● <b>9-10.RI.KID.3</b> Analyze how an author presents and develops key ideas and events to impact meaning.</li> <li>● <b>9-10.RL.CS.5</b> Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</li> <li>● <b>9-10.RL.CS.6</b> Analyze how point of view and/or author purpose shapes the content and style of diverse texts.</li> <li>● <b>9-10.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</li> <li>● <b>9-10.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use</li> </ul>	<ul style="list-style-type: none"> <li>● <b>IDT 701</b> Identify or infer a central idea or theme in complex passages or their paragraphs.</li> <li>● <b>REL 702</b> Understand implied or subtly stated comparative relationships in complex passages.</li> <li>● <b>WME 701</b> Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex.</li> <li>● <b>REL 301</b> Identify clear comparative relationships between main characters in somewhat challenging literary narratives.</li> <li>● <b>REL 403</b> Identify clear cause-effect relationships in somewhat challenging passages.</li> <li>● <b>TST 601</b> Analyze how one or more sentences in complex passages relate to the whole passage.</li> <li>● <b>TST 602</b> Infer the function of paragraphs in more challenging passages.</li> <li>● <b>KLA 702</b> Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated.</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction to English 10 Review of procedures, pre assessments, and all online and digital resources including Pearson Realize and Canvas. <b>5 Days</b></li> <li>● Unit Introduction- My Introduction to Gothic Literature <b>½ Day</b></li> <li>● Fall of the House of Usher- Edgar Allan Poe <b>3 Days</b></li> <li>● House Taken Over Julio Cortazar <b>2 Days</b></li> <li>● Performance Task Expository Essay: How and When does Imagination Overcome Fear? <b>2 Days</b></li> <li>● Where is Here? Joyce Carol Oates <b>2 Days</b></li> <li>● From The Dream Collector Arthur Tress <b>1 Day</b></li> <li>● Why Do Some Brains Enjoy Fear? Allegra Ringo</li> </ul>
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etymological patterns in spelling as clues to the meaning of a word or phrase.

- **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- **9-10.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **PUN 604** Use a semicolon to link closely related independent clauses.
- **USL 601** Show effective use of language to communicate ideas clearly by:
  - correctly employing most conventions of standard English grammar, usage, and mechanics
  - consistently choosing words that are precise and varied.
  - using a variety of kinds of sentence structures to vary pace and to support meaning.

- **1 Day**
- Poetry Collection  
**1 Day**
- Unit Test  
**1 Day**
- Novel Tie in - *Frankenstein*  
**5 Days**



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**English II Curriculum Map 2023-24**

**WIDA STANDARDS**

ELD-LA.9-12.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by identifying and/or summarizing central ideas, analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships, and evaluating cumulative impact and refinement of author’s key word choices over the course of text.

ELD-LA.9-12.Inform.Expressive: Multilingual learners will construct informational texts in language arts that introduce and define topic and/or entity for audience, establish an objective or neutral stance, add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships, and develop coherence and cohesion throughout text.

**Quarter 2**  
**September 9 -October 2**  
**February 8 - March 12**

**Unit 3- Extending Freedom’s Reach**  
**17 Days**

**Writing Focus:** **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- j) Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- k) Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions
- l) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- m) Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions
- n) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- o) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- p) Use appropriate formatting, graphics, and multimedia to aid comprehension.
- q) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- r) Establish and maintain a formal style and objective tone.

TN State Standard	ACT Standard	Pacing and Possible Texts
<b>Focus Standards</b>	<b>Corresponding ACT Standards</b>	



### English II Curriculum Map 2023-24

- **9-10.RL.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RI.KID.2** Determine a central idea of a text analyze its development; provide an objective summary.
- **9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.
- **9-10. RI.CS.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 word choices on meaning and tone.
- **9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.
- **9-10.RI.CS.6** Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- **9-10.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.a. Use context as a

- **CLR 603** Draw subtle logical conclusions in more challenging passages.
- **IDT 701** Identify or infer a central idea or theme in complex passages or their paragraphs.
- **IDT 602** Summarize key supporting ideas and details in complex passages.
- **REL 702** Understand implied or subtly stated comparative relationships in complex passages.
- **KLA 601** Revise vague, clumsy, and consuming writing involving sophisticated language
- **KLA 702** Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated.
- **WME 701** Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex.
- **WME 702** Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings.

- Unit Introduction: Born Free Children and the Struggle for Human Rights  
**1 Day**
- From The Four Freedoms Speech Franklin D. Roosevelt  
**2 Days**
- Inaugural Address John F. Kennedy Speech and video  
**2 Days**
- Performance Task What can one person do to defend the rights of all people? Informational Essay  
**2 Days**
- Speech at the United Nations - Malala Yousafzai
- Diane Sawyer interview with Malala  
**2 Days**
- The Censors - Louisa Valensueala  
**1 Day**
- What I Believe- Neil Gammon  
**1 Day**
- Unit Test  
**1 Day**



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clue to the meaning of a word or a phrase.b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

- **9-10.L.VAU.6** Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Novel Tie in - Animal Farm  
**5 Days**

**WIDA STANDARDS**  
 ELD-LA.9-12.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by identifying and/or summarizing central ideas, analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships, and evaluating cumulative impact and refinement of author’s key word choices over the course of text.  
 ELD-LA.9-12.Inform.Expressive: Multilingual learners will construct informational texts in language arts that introduce and define topic and/or entity for audience, establish an objective or neutral stance, add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships, and develop coherence and cohesion throughout text.

**Quarter 3**  
**October 13 -November 6**  
**March 16 - April 16**

**Unit 2- Outsiders and Outcasts**  
**18 Days**



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## English II Curriculum Map 2023-24

**9-10.W.TTP.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

- a. Introduce precise claim(s).
- b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- d. Provide a concluding statement or section that follows from and supports the argument presented.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone

TN State Standard	ACT Standard	Pacing and Possible Texts
<ul style="list-style-type: none"> <li>● <b>9-10.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.a. Use context as a clue to the meaning of a word or a phrase.b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> <li>● <b>9-10.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</li> <li>● <b>9-10.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>WME 701</b> Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex.</li> <li>● <b>WME 702</b> Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings.</li> <li>● <b>TST 601</b> Analyze how one or more sentences in complex passages relate to the whole passage.</li> <li>● <b>TST 602</b> Infer the function of paragraphs in more challenging passages.</li> <li>● <b>TST 603</b> Analyze the overall structure of complex passages.</li> <li>● <b>PPV 701</b> Identify or infer a purpose in complex passages and how that purpose shapes content and style.</li> <li>● <b>CLR 603</b> Draw subtle logical conclusions in more challenging passages.</li> <li>● <b>IDT 701</b> Identify or infer a central idea or theme in complex passages or their paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Introduction: Isn't Everyone A Little Bit Weird? <b>1 Day</b></li> <li>● <i>The Metamorphosis</i> - Kafka <b>5 Days</b></li> <li>● Performance Task- Argument Essay Are outsiders simply those who are misjudged or misunderstood? <b>2 Days</b></li> <li>● The Doll's House - Katherine Mansfield <b>2 Days</b></li> <li>● Poetry Collection <b>1 Day</b></li> <li>● Revenge of the Geeks - Alexandria Robbins <b>1 Day</b></li> <li>● Unit Test</li> </ul>





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<ul style="list-style-type: none"> <li>● <b>9-10.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</li> <li>● <b>9-10.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</li> <li>● <b>9-10.RI.KID.2</b> Determine a central idea of a text and analyze its development; provide an objective or critical summary.</li> <li>● <b>9-10.RI.KID.3</b> Analyze how an author presents and develops key ideas and events to impact meaning.</li> <li>● <b>9-10.RL.CS.5</b> Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</li> <li>● <b>9-10.RI.CS.5</b> Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> <li>● <b>9-10.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>IDT 602</b> Summarize key supporting ideas and details in complex passages.</li> <li>● <b>REL 702</b> Understand implied or subtly stated comparative relationships in complex passages.</li> <li>● <b>REL 704</b> Understand implied or subtly stated cause-effect relationships in complex passages.</li> </ul>	<p><b>1 Day</b></p> <ul style="list-style-type: none"> <li>● Novel tie in <i>The Alchemist</i></li> </ul> <p><b>5 Days</b></p>
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**Quarter 4**  
**November 9-December 18**  
**April 19-May 19**

**Unit 5-Virtues and Vengeance**  
**26 Days 19 planned**

**Writing Focus**



## English II Curriculum Map 2023-24

**9-10.W.TTP.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

- a. Introduce precise claim(s).
- b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- d. Provide a concluding statement or section that follows from and supports the argument presented.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone

TN State Standard	ACT Standard	Pacing and Possible Texts
<ul style="list-style-type: none"> <li>● <b>9-10.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> <li>● <b>9-10.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</li> <li>● <b>9-10.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>WME 701</b> Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex.</li> <li>● <b>WME 702</b> Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings.</li> <li>● <b>CLR 603</b> Draw subtle logical conclusions in more challenging passages.</li> <li>● <b>IDT 701</b> Identify or infer a central idea or theme in complex passages or their paragraphs.</li> <li>● <b>IDT 602</b> Summarize key supporting ideas and details in complex passages.</li> <li>● <b>REL 702</b> Understand implied or subtly stated comparative relationships in complex passages.</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Introduction - Neither Justice nor Forgetting: Defining Forgiveness <b>1 Day</b></li> <li>● Historical Context- <i>The Tempest</i> <b>1 Day</b></li> <li>● <i>The Tempest</i> <b>6 Days</b></li> <li>● Poetry Collection <b>2 Days</b></li> <li>● Performance Task: Argument Essay - Is there more value in Vengeance or Virtue? (Forgiveness) <b>2 Days</b></li> <li>● Let South Africa show the World How to Forgive - Desmond Tutu <b>2 Days</b></li> </ul>



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- **9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- **9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.
- **9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- **9-10.RL.CS.5** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- **9-10.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

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- Poetry Collection  
**4 Days**
- Unit Test  
**1 Days**



### WIDA STANDARDS

ELD-LA.9-12.Argue.Interpretive: Multilingual learners will interpret language arts arguments by identifying and summarizing central ideas of primary or secondary sources, analyzing use of rhetoric and details to advance point of view or purpose, and evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims.



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## English II Curriculum Map 2023-24

ELD-LA.9-12.Argue.Expressive: Multilingual learners will construct language arts arguments that introduce and develop precise claims and address counterclaims, support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence, establish and maintain a formal style and objective tone, and logically organize claims, counter claims, reasons, and evidence; offer a conclusion with recommendations.