



English II Pre-AP

Semester I

1st Quarter

- Students will apply earlier standards with greater depth in increasingly more complex texts to become self-directed and critical readers.
- Students will use a flexible range of metacognitive reading skills to understand an author's message and will reflect on understanding to monitor comprehension (asking questions, summarizing, synthesizing, making connections, creating sensory images, finding main idea and supporting ideas).
- Students will make complex inferences about text and use textual evidence to support understanding.
- Students will apply analysis skills on AP-style M/C passages from *LTF* materials.
- Students will focus on literary analysis with an emphasis on literary elements, including theme, plot, archetypes, allusions, setting, characterization, symbolism, conflict, point of view, mood, irony, sarcasm, paradox, author's purpose and figurative language.
- Students will read and analyze at least one novel or major work.
- Students will read from various genres including short stories, poetry and nonfiction with an emphasis on 20th century world literature.
- Students will build vocabulary through direct word study from the district's Greek and Latin roots list.
- Students will build vocabulary through direct study from literary sources, class reading, and use of a dictionary and thesaurus
- Students will review the various steps of the writing process including planning, drafting, sharing, revising, editing and publishing.
- Students will use a variety of sentence structures and transitions to create effective writing.
- Students will produce one multi-paragraph composition which has been taken through all steps of the writing process.
- Students will write one interpretative response to literature.
- Students will write an imaginative story.
- Students will write an analytical essay.
- Students will write a persuasive essay.
- Students will write one timed AP-style essay.
- Students will strengthen sentence skills with *Killgallon Sentence Composing* exercises.
- Students will review the 8 parts of speech.
- Students will use and understand the function of more complex active and passive verb tenses.
- Students will use and understand reciprocal pronouns and will identify and use the subjunctive mood.
- Students will use a variety of correctly structured sentences (simple, compound, complex, compound-complex).
- Students will spell correctly.
- Students will explore relevant sources, analyze sources and collect information on varied topics.
- Students will use comprehension skills to listen attentively to others and will speak clearly and to the point, using the conventions of language.
- Students will work productively with others in teams.
- Students will participate productively in discussions, including at least one Socratic discussion or one graded/guided discussion.
- Students will listen responsively and take notes.
- Students will follow and give oral instructions.



Resources: *Glencoe Literature The Reader's Choice Course 5/ Animal Farm or 1984/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives				Reporting Categories (TEKs)		
		Reading	Grammar	Writing	Vocabulary			
Week 1	Welcome Collect Class Supplies Classroom Rules Curriculum Overview	Preparation and Review Overview of Class Rules and Organization	8 Parts Speech: Review all parts of speech* monitor understanding of the appropriate identification and usage of the 8 parts of speech	An Imaginative Story: * utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring				
Week 2	Novel: Fahrenheit 451 by Ray Bradbury Unit: 1 Theme: Transitions Reading: Unit Intro p. 2/ Everyday Use p. 6	*understand and analyze the literary elements in short stories *understand and apply strategies for reading short stories *identify point of view in a short story *compare and contrast two characters from the story			Greek and Latin Roots Part I: fract/ fring/frang/ cis/ tom/punct/ via/ fer/ port	1 a,b,e/ 2 a,b,c/ 5 a,b,c,d/ 6a/7a/8a/9a/13a,b,c,d,e / 14a/15a,c/ 16 a,b,d,e,f/ 17 a,b,c/ 19 a/ 21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24 a'c/ 25 a/26a		
Week 3	Novel: Fahrenheit 451 by Ray Bradbury Unit: 1 Theme: Transitions Reading: <i>Civil Peace</i> p. 38, <i>Two Kinds</i> p. 49	*read and analyze a short story about a man who retains optimistic philosophy in a challenging situation *analyze the use of dialogue in a short story *write a character sketch*read and analyze a short story about a girl whose mother wants her to become a prodigy *identify types of conflict in a story *write a character evaluation			Greek and Latin Roots Part I: fract/ fring/frang/ cis/ tom/punct/ via/ fer/ port	1 a,b,e/ 2 a,b,c/ 5 a,b,c,d/ 6a/7a/8a/9a/13a,b,c,d,e / 14a/15a,c/ 16 a,b,d,e,f/ 17 a,b,c/ 19 a/ 21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24 a'c/ 25 a/26a		
Week 4	Novel: Fahrenheit 451 by Ray Bradbury Unit: 1 Theme: Making Choices Reading: <i>The Boar Hunt</i> p. 157/ <i>Delicious Death</i> p. 167	*read and analyze a short story about a nightmarish hunt that changes a man's life *analyze the short story's point of view *read a poem about a mother's response to her son's first hunt *recognize the use of colloquial language in a poem *compare a short story and a poem that deal with the theme of making choices			Review: Avoid Sentence fragments p. 73/ Avoid run-ons p. 233 Focus: Complex, passive, active verb tenses (Grammar and Language Workbook Unit 7 p 161) and Reciprocal pronouns Unit 8 p. 181	Timed AP-Style Essay- utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part I: fract/ fring/frang/ cis/ tom/punct/ via/ fer/ port	1 a,b,e/ 2 a,b,c/ 5 a,b,c,d/ 6a/7a/8a/9a/13a,b,c,d,e / 14a/15a,c/ 16 a,b,d,e,f/ 17 a,b,c/ 19 a/ 21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24 a'c/ 25 a/26a
Week 5	Novel: Fahrenheit 451 by Ray Bradbury Unit: 1 Theme: Making Choices Reading: <i>Contents of the Dead Man's Pockets</i> p. 199/ <i>Sports and Fitness: Rock Climbing</i> p.215	*read and analyze a short story about a man who, facing death, discovers what is most important in his life * explore what point of view contributes to the story * identify and paraphrase important information in a non-fictional text			Test Practice: p. 418	An Analytical Response: * utilize the various steps of the writing process to produce various drafts *produce a piece of writing	Greek and Latin Roots Part I: fract/ fring/frang/ cis/ tom/punct/ via/ fer/ port	1 a,b,e/ 2 a,b,c/ 5 a,b,c,d/ 6a/7a/8a/9a/13a,b,c,d,e / 14a/15a,c/ 16 a,b,d,e,f/ 17 a,b,c/ 19 a/ 21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24 a'c/ 25 a/26a



1st Quarter

Resources: *Glencoe Literature The Reader's Choice Course 5/ Animal Farm or 1984/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives			Reporting Categories (TEKs)
Week 6	Novel: Fahrenheit 451 by Ray Bradbury Unit: 1 Theme: Twists Reading: The Californian's Tale p. 248	*read and analyze a short story about how a group of aging forty-niners show concern for one of their own *identify elements of style in a short story		through all steps of the process to a final draft for scoring	Greek and Latin Roots Part I: fract/ fring/frang/ cis/ tom/punct/ via/ fer/ port 1 a,b,e/ 2 a,b,c/ 5 a,b,c,d/ 6a/7a/8a/9a/13a,b,c,d,e / 14a/15a,c/ 16 a,b,d,e,f/ 17 a,b,c/ 19 a/ 21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24 a'c/ 25 a/26a
Week 7	Novel: Fahrenheit 451 by Ray Bradbury Unit: 1 Theme: Making Choices Reading: The Saleswoman p. 299/ Mrs. James p. 305	*read and analyze a story about a saleswoman's technique * analyze dialogue *read and analyze a short story about the effect of an employer's peculiar habit *identify the tone of a short story *compare two short stories that deal with the theme of a twist		A Persuasive Essay: * utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part I: fract/ fring/frang/ cis/ tom/punct/ via/ fer/ port 1 a,b,e/ 2 a,b,c/ 5 a,b,c,d/ 6a/7a/8a/9a/13a,b,c,d,e / 14a/15a,c/ 16 a,b,d,e,f/ 17 a,b,c/ 19 a/ 21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24 a'c/ 25 a/26a
Week 8	Novel: Fahrenheit 451 by Ray Bradbury Unit: 1 Theme: Challenges and Consequences Reading: Calvin and Hobbs p.314/ A Sound of Thunder p. 316	*read and understand a comic strip *read and analyze a short story about a hunter who faces a challenge and realizes the consequences of his actions *identify clues to foreshadowing *analyze author's use of imagery			Greek and Latin Roots Part I: fract/ fring/frang/ cis/ tom/punct/ via/ fer/ port 1 a,b,e/ 2 a,b,c/ 5 a,b,c,d/ 6a/7a/8a/9a/13a,b,c,d,e / 14a/15a,c/ 16 a,b,d,e,f/ 17 a,b,c/ 19 a/ 21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24 a'c/ 25 a/26a
Week 9	Novel: Fahrenheit 451 by Ray Bradbury Unit: 1 Theme: Challenges and Consequences Reading: To Da-duh in Memoriam p. 399	*read and analyze a short story about a girl, her grandmother, and clashing cultures *identify examples of local color * analyze characterization of dynamic characters			Greek and Latin Roots Part I: fract/ fring/frang/ cis/ tom/punct/ via/ fer/ port 1 a,b,e/ 2 a,b,c/ 5 a,b,c,d/ 6a/7a/8a/9a/13a,b,c,d,e / 14a/15a,c/ 16 a,b,d,e,f/ 17 a,b,c/ 19 a/ 21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24 a'c/ 25 a/26a

- Students will use a flexible range of metacognitive reading skills and will apply earlier standards with greater depth in increasingly more complex texts to



Darul Arqam North

Scope and Sequence *10th Grade*

become self-directed and critical readers.

- Students will make complex inferences about text and use textual evidence to support understanding.
- Students will read and analyze at least one novel or major work.
- Students will read various genres including poetry, non-fiction, persuasive and multimedia pieces, with an emphasis on argument, rhetoric and media literacy.
- Students will focus on persuasive techniques while continuing to analyze literary elements.
- Students will apply analysis skills on AP-style M/C passages from *LTF* materials.
- Students will build vocabulary through study of Greek and Latin roots list and from word study from literary sources in conjunction with class reading.
- Students will use a dictionary or thesaurus to determine the meaning, syllabication, pronunciation, and part of speech of words.
- Students will utilize the various steps of the writing process create effective writing.
- Students will produce one multi-paragraph composition which has been taken through all steps of the writing process.
- Students will write one interpretative response to literature.
- Students will write a poem.
- Students will write an analytical essay.
- Students will write a persuasive essay.
- Students will write one timed AP-style essay.
- Students will produce multimedia presentation.
- Students will strengthen sentence skills with *Killgallon Sentence Composing* exercises.
- Students will use and understand gerunds, infinitives, and participles.
- Students will use and understand restrictive and nonrestrictive clauses.
- Students will use a variety of correctly structured sentences.
- Students will correctly place commas in nonrestrictive phrases, clauses and contrasting expressions.
- Students will use quotation marks correctly to indicate sarcasm and irony.
- Students will use dashes to emphasize parenthetical information.
- Students will spell correctly
- Students will explore relevant sources, analyze sources, and collect information on varied topics.
- Students will organize, synthesize and present ideas and information according to the purpose of the research and the audience.
- Students will use comprehension skills to listen attentively to others and will speak clearly and to the point, using the conventions of language.
- Students will work productively with others in teams.
- Students will participate productively in discussions, including at least one Socratic discussion or one graded/guided discussion.
- Students will evaluate a speech and give a speech.

2nd Quarter

Resources: Resources: *Glencoe Literature The Reader's Choice Course 5/ Monster/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*



Week	Unit/Lesson	Learning Objectives			Reporting Categories (TEKs)			
		Reading	Grammar	Writing	Vocabulary			
Week 1	Novel: Monster by Walter Dean Myers Unit 2: Nonfiction Theme: Remembering Reading: Genre focus p. 422/ Kaffir Boy p. 445	*analyze the literary elements on non-fiction * apply strategies for reading non-fiction *read and analyze an extract from an autobiographical book about growing up in South Africa *identify the elements of a monologue *analyze mood	Review: subject/ verb agreement p 476 Focus: Killgallon sentence composing/ phrases (gerunds, infinitives/ participles) with proper comma usage (Unit 3p. 89 Grammar and Language Workbook) Test Practice: p.574	A Persuasive Essay-* utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part II: vid, vis/ pari/ spec/ phan/ plac/grat/doc, doct/ temper	1.a,b,e/2.a,b,c/3a/5.a,b,c,d/6a/7a/9 a,b,c,d/10 a,b/11 a, b/12 a, b,c,d/13 a, b, c, d/ 14 b/ 15 a,c,d/ 16 a,b,c,d,e,f/ 17 a,c /21 a,b,c/ 22 a,b,c/ 23 a, b,c,d,e /24a,c/25a/26a		
Week 2	Novel: Monster by Walter Dean Myers Unit 2: Nonfiction Theme: Remembering Reading: Farewell to Manzanar p. 458/ Media Connection Order 9066 p. 475	*read and analyze an excerpt from an account of the author’s childhood experience living in a Japanese internment camp during WWII. *learn about the elements of an autobiography *analyze setting * understand a government document				1.a,b,e/2.a,b,c/3a/5.a,b,c,d/6a/7a/9 a,b,c,d/10 a,b/11 a, b/12 a, b,c,d/13 a, b, c, d/ 14 b/ 15 a,c,d/ 16 a,b,c,d,e,f/ 17 a,c /21 a,b,c/ 22 a,b,c/ 23 a, b,c,d,e /24a,c/25a/26a		
Week 3	Novel: Monster by Walter Dean Myers Unit 2: Nonfiction Theme: Remembering Reading: Living Well/ Living Good p. 489	*read and analyze an essay in which the author learns much from her grandmother *read and analyze an essay in which the author describes her aunt who knew how to live well *analyze how the author uses characters to reveal her theme *make a critique backed with textual evidence				1.a,b,e/2.a,b,c/3a/5.a,b,c,d/6a/7a/9 a,b,c,d/10 a,b/11 a, b/12 a, b,c,d/13 a, b, c, d/ 14 b/ 15 a,c,d/ 16 a,b,c,d,e,f/ 17 a,c /21 a,b,c/ 22 a,b,c/ 23 a, b,c,d,e /24a,c/25a/26a		
Week 4	Novel: Monster by Walter Dean Myers Unit 2: Nonfiction Theme: Quest and Encounters Reading: Pizza in Warsaw, Torte in Prague p. 507	*read and analyze an essay that describes food shortages in Eastern Europe *identify an author’s thesis *Make inferences and draw conclusions				1.a,b,e/2.a,b,c/3a/5.a,b,c,d/6a/7a/9 a,b,c,d/10 a,b/11 a, b/12 a, b,c,d/13 a, b, c, d/ 14 b/ 15 a,c,d/ 16 a,b,c,d,e,f/ 17 a,c /21 a,b,c/ 22 a,b,c/ 23 a, b,c,d,e /24a,c/25a/26a		
Week 5	Novel: Monster by Walter Dean Myers Unit 2: Nonfiction Theme: Quest and Encounters Reading: Media Connection p. 515/ I’ve Seen the Promised Land p. 517	*read and understand a television transcript *read and analyze a speech by Martin Luther King Jr. *identify examples of allusion *				An AP Style Timed Essay *utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part II: vid, vis/ pari/ spec/ phan/ plac/grat/doc, doct/ temper	1.a,b,e/2.a,b,c/3a/5.a,b,c,d/6a/7a/9 a,b,c,d/10 a,b/11 a, b/12 a, b,c,d/13 a, b, c, d/ 14 b/ 15 a,c,d/ 16 a,b,c,d,e,f/ 17 a,c /21 a,b,c/ 22 a,b,c/ 23 a, b,c,d,e /24a,c/25a/26a
Week 6	Novel: Monster by Walter Dean Myers Unit 2: Nonfiction Theme: Quest and Encounters Reading: The Tucson Zoo p. 563/ The Angry Winter p. 557	*to read and analyze an essay in which a man and a dog experience an encounter that seems full of instincts from ancestral past. *identify examples of creative non-fiction *analyze character *read and				A Poem *utilize the various steps of the writing process to produce various drafts *produce a piece of	Greek and Latin Roots Part II: vid, vis/ pari/ spec/ phan/	1.a,b,e/2.a,b,c/3a/5.a,b,c,d/6a/7a/9 a,b,c,d/10 a,b/11 a, b/12 a, b,c,d/13 a, b, c, d/ 14 b/ 15 a,c,d/ 16 a,b,c,d,e,f/ 17 a,c /21



2nd Quarter

Resources: Resources: *Glencoe Literature The Reader's Choice Course 5/ Monster/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives			Reporting Categories (TEKs)	
		analyze an essay in which the author discusses the desire of humans and animals to be part of a group *identify examples of voice		writing through all steps of the process to a final draft for scoring	plac/grat/doc, doct/ temper	a,b,c/ 22 a,b,c/ 23 a, b,c,d,e /24a,c/25a/26a
Week 7	Novel: Monster by Walter Dean Myers Unit 3: Poetry Theme: Loves and Losses Reading: Genre focus intro. P. 578/ Eldorado p. 583	*understand the elements of a poem *apply strategies for reading poems *read and analyze a poem about a man who spends his life in doomed quest for wealth * identify elements of a narrative poem * analyze the key idea in each stanza of a poem	Review: Pronoun and antecedent agreement p. 595 Focus: Killgallon sentence composing/ phrases (gerunds, infinitives/ participles) with proper comma usage (Unit 3p. 89 Grammar and Language Workbook) Test Practice: p.708		Greek and Latin Roots Part II: vid, vis/ pari/ spec/ phan/ plac/grat/doc, doct/ temper	1.a,b,e/2.a,b,c/3a/5.a,b,c ,d/6a/7a/9 a,b,c,d/10 a,b/11 a, b/12 a, b,c,d/13 a, b, c, d/ 14 b/ 15 a,c,d/ 16 a,b,c,d,e,f/ 17 a,c /21 a,b,c/ 22 a,b,c/ 23 a, b,c,d,e /24a,c/25a/26a
Week 8	Novel: Monster by Walter Dean Myers Unit 3: Poetry Theme: Loves and Losses Reading: One Perfect Rose/ Shall I Compare Thee p. 587/ The Glory of the Day was in Her Face/ Missing You p. 597	*read and analyze poems about love offerings *analyze meter and rhyme in a sonnet *write a comparison of tone in two poems *read and understand poems about reactions to the loss of a loved one *identify and analyze metaphors in poems *		An Analytical Essay* utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part II: vid, vis/ pari/ spec/ phan/ plac/grat/doc, doct/ temper	1.a,b,e/2.a,b,c/3a/5.a,b,c ,d/6a/7a/9 a,b,c,d/10 a,b/11 a, b/12 a, b,c,d/13 a, b, c, d/ 14 b/ 15 a,c,d/ 16 a,b,c,d,e,f/ 17 a,c /21 a,b,c/ 22 a,b,c/ 23 a, b,c,d,e /24a,c/25a/26a
Week 9	Novel: Monster by Walter Dean Myers Unit 3: Poetry Theme: Issues of Identity Reading: The Road Not Taken/ We Are Many p. 643/ Foreign Ways/ Song For My Name p. 667	*analyze poems about choices and self-knowledge that define us and set our course of life *analyze lyric poems			Greek and Latin Roots Part II: vid, vis/ pari/ spec/ phan/ plac/grat/doc, doct/ temper	1.a,b,e/2.a,b,c/3a/5.a,b,c ,d/6a/7a/9 a,b,c,d/10 a,b/11 a, b/12 a, b,c,d/13 a, b, c, d/ 14 b/ 15 a,c,d/ 16 a,b,c,d,e,f/ 17 a,c /21 a,b,c/ 22 a,b,c/ 23 a, b,c,d,e /24a,c/25a/26a



Darul Arqam North

Scope and Sequence
10th Grade

English II Pre-AP

Semester II

3rd Quarter

- Students will use a flexible range of metacognitive reading skills to understand an author's message.
- Students will apply earlier standards with greater depth in increasingly more complex texts to become self-directed and critical readers.
- Students will reflect on understanding to monitor comprehension (asking questions, summarizing, synthesizing, making connections and creating sensory images).
- Students will make complex inferences about text and use textual evidence to support understanding.
- Students will continue emphasizing literary and rhetorical analysis with an emphasis on the appeals and syntactical elements, applying all grade-level skills from the LTF skills progression chart.
- Students will apply analysis skills on AP-style M/C passages from *LTF* materials.
- Students will read and analyze at least one novel or major work.
- Students will read from various genres including drama.
- Students will read from varied sources emphasizing literary elements including theme, plot, allusions, setting, characterization, conflict, point of view, mood, irony, sarcasm, paradox, author's purpose, figurative language and poetry terms.
- Students will direct word study from district's Greek and Latin roots list.
- Students will word study from literary sources in conjunction with class reading.
- Students will use a dictionary or thesaurus to determine the meaning, syllabication, pronunciation, and part of speech of words.
- Students will complete analogies.
- Students will utilize the various steps of the writing process create effective writing.
- Students will produce one multi-paragraph composition which has been taken through all of the steps of the writing process.
- Students will write one interpretative response to literature.
- Students will write a script.
- Students will write an analytical essay.
- Students will write a persuasive essay.
- Students will write one timed AP-style essay.
- Students will strengthen sentence skills with *Killgallon Sentence Composing* exercises.
- Students will continue to apply earlier oral and written conventions standards with greater complexity.
- Students will use a variety of correctly structured sentences.
- Students will explore relevant sources, analyze sources, and collect information on varied topics.
- Students will organize, synthesize and present ideas and information according to the purpose of the research and the audience.
- Students will use comprehension skills to listen attentively to others and will speak clearly and to the point, using the conventions of language.
- Students will work productively with others in teams.
- Students will participate productively in discussions, including at least one Socratic discussion or one graded/guided discussion.



3rd Quarter

Resources: *Glencoe Literature The Reader's Choice Course 5/ The Metamorphosis/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives				Reporting Categories (TEKS SEs)		
		Reading	Grammar	Writing	Vocabulary			
Week 1	<p>Novel: The Story of an Hour by Kate Chopin (Short Story PDF) Unit: 4 Genre Focus: Drama Theme: Loyalty and Betrayal Reading: genre focus p. 712/ Big River...p. 717</p>	<p>*understand the elements of drama *understand and apply strategies for reading and comprehending drama *read and analyze part of a play about how classic literary character Huck Finn responds to a friend in need *identify dialect in a play</p>	<p>Review: Misplaced or Dangling Modifiers p. 900 Focus: Killgallon sentence composition</p>	<p>A Script:*utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring</p>	<p>Greek and Latin Roots Part III: fid/fall/cred/dub /ultima/fin/nov/prim</p>	<p>1.a,b,c,e/ 2.a,b,c/3 a/4 a/5.a,b,c,d/6 a/7a/9a/ /13 a, b ,c, d, e/ 14 c/ 15 a, c/ 16a/ 17 c/ 19a/ 20 a,b/21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c /25 a /26a</p>		
Week 2	<p>Novel: Desiree's Baby by Kate Chopin (Short Story PDF) Unit: 4 Genre Focus: Drama Theme: Loyalty and Betrayal Reading: Classical Greek Drama p. 723/ Antigone p. 727</p>	<p>*read a descriptive history of the development of the theater in ancient Greece *recognize how ancient Greek drama has influenced modern drama *read and analyze a play about a character who stand up for what she believes is right *identify the protagonist and antagonist of a play * identify the tragic flaw of a character in a tragedy *</p>	<p>Focus: Killgallon sentence composition Test Prep and Practice: Review: Coherence: Using transitional expressions p. 1087 Focus: Killgallon sentence composition</p>		<p>Greek and Latin Roots Part III: fid/fall/cred/dub /ultima/fin/nov/prim</p>		<p>1.a,b,c,e/ 2.a,b,c/3 a/4 a/5.a,b,c,d/6 a/7a/9a/ /13 a, b ,c, d, e/ 14 c/ 15 a, c/ 16a/ 17 c/ 19a/ 20 a,b/21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c /25 a /26a</p>	
Week 3	<p>Novel: The Lottery by Shirley Jackson (Short Story PDF) Unit: 4 Genre Focus: Drama Theme: Loyalty and Betrayal Reading: Antigone p. 727</p>	<p>*read and analyze a play about a character who stand up for what she believes is right *identify the protagonist and antagonist of a play * identify the tragic flaw of a character in a tragedy *</p>			<p>Greek and Latin Roots Part III: fid/fall/cred/dub /ultima/fin/nov/prim</p>			<p>1.a,b,c,e/ 2.a,b,c/3 a/4 a/5.a,b,c,d/6 a/7a/9a/ /13 a, b ,c, d, e/ 14 c/ 15 a, c/ 16a/ 17 c/ 19a/ 20 a,b/21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c /25 a /26a</p>
Week 4	<p>Novel: The Landlady by Roald Dahl (Short Story PDF) Unit: 4 Genre Focus: Drama Theme: Loyalty and Betrayal Reading: Antigone p. 727</p>	<p>*read and analyze a play about a character who stands up for what she believes is right *identify the protagonist and antagonist of a play * identify the tragic flaw of a character in a tragedy *</p>			<p>Greek and Latin Roots Part III: fid/fall/cred/dub /ultima/fin/nov/prim</p>			



3rd Quarter

Resources: *Glencoe Literature The Reader's Choice Course 5/ The Metamorphosis/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives			Reporting Categories (TEKS SEs)
Week 5	<p>Novel: Unit: 4 Genre Focus: Drama Theme: Loyalty and Betrayal Reading: Media Connection p. 776/ Julius Caesar p. 778</p>	*read and understand a rap *read a play by Shakespeare and analyze the leadership qualities revealed by several of its characters. *identify blank verse in a play by Shakespeare		<p>An AP Style Timed Essay *utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring</p>	<p>Greek and Latin Roots Part III: fid/fall/cred/dub /ultima/fin/nov/prim 1.a,b,c,e/ 2.a,b,c/3 a/4 a/5.a,b,c,d/6 a/7a/9a/ /13 a, b ,c, d, e/ 14 c/ 15 a, c/ 16a/ 17 c/ 19a/ 20 a,b/21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c /25 a /26a</p>
Week 6	<p>Novel Unit: 4 Genre Focus: Drama Theme: Loyalty and Betrayal Reading: Julius Caesar p. 778</p>	Read a play by Shakespeare and analyze the leadership qualities revealed by several of its characters. *identify blank verse in a play by Shakespeare			
Week 7	<p>Novel: Unit: 4 Genre Focus: Drama Theme: Loyalty and Betrayal Reading: Julius Caesar p. 778</p>	Read a play by Shakespeare and analyze the leadership qualities revealed by several of its characters. *identify blank verse in a play by Shakespeare		<p>Literary Analysis Essay Analyzing Drama (Compare and Contrast): p. 902 *utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring</p>	<p>Greek and Latin Roots Part III: fid/fall/cred/dub /ultima/fin/nov/prim 1.a,b,c,e/ 2.a,b,c/3 a/4 a/5.a,b,c,d/6 a/7a/9a/ /13 a, b ,c, d, e/ 14 c/ 15 a, c/ 16a/ 17 c/ 19a/ 20 a,b/21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c /25 a /26a</p>
Week 8	<p>Novel: Unit: 4 Genre Focus: Drama Theme: Loyalty and Betrayal Reading: Julius Caesar p. 778</p>	Read a play by Shakespeare and analyze the leadership qualities revealed by several of its characters. *identify blank verse in a play by Shakespeare		<p>Greek and Latin Roots Part III: fid/fall/cred/dub /ultima/fin/nov/prim 1.a,b,c,e/ 2.a,b,c/3 a/4 a/5.a,b,c,d/6 a/7a/9a/ /13 a, b ,c, d, e/ 14 c/ 15 a, c/ 16a/ 17 c/ 19a/ 20 a,b/21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c /25 a /26a</p>	



3rd Quarter

Resources: *Glencoe Literature The Reader's Choice Course 5/ The Metamorphosis/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives				Reporting Categories (TEKS SEs)
Week 9	<p>Novel: Unit: 4 Genre Focus: Drama Theme: The Ring of General Macias p. 879</p>	<p>*read and analyze a play about why some people may act bravely *identify irony in a play *examine the use of suspense</p>			<p>Greek and Latin Roots Part III: fid/ fall/cred/dub/ulti ma/fin/nov/prim</p>	<p>1.a,b,c,e/ 2.a,b,c/3 a/4 a/5.a,b,c,d/6 a/7a/9a/ /13 a, b ,c, d, e/ 14 c/ 15 a, c/ 16a/ 17 c/ 19a/ 20 a,b/21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c /25 a /26a</p>



Darul Arqam North

Scope and Sequence
10th Grade

English II Pre-AP

Semester II

4th Quarter

- Students will use a flexible range of metacognitive reading skills to understand an author's message.
- Students will apply earlier standards with greater depth in increasingly more complex texts to become self-directed and critical readers.
- Students will make complex inferences about text and use textual evidence to support understanding.
- Students will apply analysis skills on AP-style M/C passages from LTF materials.
- Students will continue emphasizing literary and rhetorical analysis, applying all grade-level skills from the LTF skills progression chart, bringing all skills together to apply successfully to the end-of-course assessment.
- Students will read and analyze at least one novel or major work and will read from various genres including short stories, poetry and nonfiction with an emphasis on 20th century world literature.
- Students will read from varied sources emphasizing literary elements including theme, plot, allusions, setting, characterization, conflict, point of view, mood, irony, sarcasm, paradox, author's purpose, figurative language and poetry terms. □ Students will build vocabulary through direct word study from the district's Greek and Latin roots list.
- Students will build vocabulary through word study from literary sources in conjunction with class reading.
- Students will use a dictionary or thesaurus to determine the meaning, syllabication, pronunciation, and part of speech of words.
- Students will explore foreign words and phrase in their historical contexts.
- Students will utilize the various steps of the writing process create effective writing. □ Students will produce one multi-paragraph composition which has been taken through all steps of the writing process.
- Students will write one interpretative response to literature.
- Students will write an analytical essay, a persuasive essay, and one timed AP-style essay.
- Students will strengthen sentence skills with Killgallon Sentence Composing exercises.
- Students will explore relevant sources, analyze sources, and collect information on varied topics.
- Students will organize, synthesize and present ideas and information according to the purpose of the research and the audience. □ Students will use comprehension skills to listen attentively to others.
- Students will speak clearly and to the point, using the conventions of language.
- Students will work productively with others in teams.
- Students will participate in at least one Socratic discussion or one graded/guided discussion.



4th Quarter

Resources: *Glencoe Literature The Reader's Choice Course 5/ Their Eyes Were Watching God/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives			Reporting Categories (TEKS SEs)	
		Reading	Grammar	Writing	Vocabulary	
Week 1	<p>Novel: Their Eyes Were Watching God by Zora Neale Hurston Unit:5 Legends Theme: Heroism Reading: genre focus p.912/ Le Morte d' Arthur p. 915</p>	<p>*read a definition and description of legends and folklore *understand the distinctions between myths and legends 8read and analyze a legend about some heroes in ancient Britain *analyze the dialogue in a legend *offer detailed description of a legendary hero</p>	<p>Review: Language usage: using correct verb tenses / 8 parts of speech/ Yearly Review Focus: Killgallon sentence composition</p>	<p>Editorial: Supporting an Opinion Paper: *utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring</p>	<p>Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/ sent/tang/tact</p>	<p>1. a,b,c,d/ 2 a,b,c/ 5.a,b,c,d/6a /7a / 9a/ 10 a,b /13 a, b ,c, d/ 15a,b,c /16 a,b,c,d,e,f/ 17 c/ 19a /20b /21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c/25a /26 a</p>
Week 2	<p>Novel: Their Eyes Were Watching God by Zora Neale Hurston Unit:5 Legends Theme: Heroism Reading: Sundiata</p>	<p>*read and analyze a legend about how a legendary hero prepares his troops for battle *identify the elements of a tall tale</p>			<p>Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/ sent/tang/tact</p>	<p>1. a,b,c,d/ 2 a,b,c/ 5.a,b,c,d/6a /7a / 9a/ 10 a,b /13 a, b ,c, d/ 15a,b,c /16 a,b,c,d,e,f/ 17 c/ 19a /20b /21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c/25a /26 a</p>
Week 3	<p>Novel: Their Eyes Were Watching God by Zora Neale Hurston Unit:5 Legends Theme: Heroism Reading: Monty Python and the Holy Grail p. 960/ Arthur Becomes King p. 961</p>	<p>*read and understand a screenplay *read and analyze a legend about how one character reacts to a sudden change in status/ identify the tone of a selection *examine author's treatment of characterization</p>	<p>Review: Missing commas with nonessential elements Focus: Killgallon sentence composition Test Prep and Practice p. 996</p>		<p>Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/ sent/tang/tact</p>	<p>1. a,b,c,d/ 2 a,b,c/ 5.a,b,c,d/6a /7a / 9a/ 10 a,b /13 a, b ,c, d/ 15a,b,c /16 a,b,c,d,e,f/ 17 c/ 19a /20b /21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c/25a /26 a</p>
Week 4	<p>Novel: Their Eyes Were Watching God by Zora Neale Hurston Unit:5 Legends Theme: Heroism Reading: media Connection p. 980/ Where the Girl Rescued Her Brother p. 983</p>	<p>*read and understand theme song lyrics *read and analyze a legend about how a young woman responds heroically in a time of crisis *identify suspense in a story</p>			<p>Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/ sent/tang/tact</p>	<p>1. a,b,c,d/ 2 a,b,c/ 5.a,b,c,d/6a /7a / 9a/ 10 a,b /13 a, b ,c, d/ 15a,b,c /16 a,b,c,d,e,f/ 17 c/ 19a /20b /21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c/25a /26 a</p>
Week 5	<p>Novel: Their Eyes Were Watching God by Zora Neale Hurston Unit: Humor Theme: Comic Perspectives Reading: genre focus p. 1000/ Lets Sweat p. 1003</p>	<p>*analyze literary elements of humorous literature *apply strategies for reading humorous literature * read and analyze a personal essay about how a poet became interested in sport *identify the elements of a personal essay</p>	<p>Review: Missing or Misplaced Possessive Apostrophes Focus: Killgallon sentence composition</p>	<p>An AP Style Timed Essay *utilize the various steps of the writing process to produce various drafts *produce a piece of writing</p>	<p>Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/ sent/tang/tact</p>	<p>1. a,b,c,d/ 2 a,b,c/ 5.a,b,c,d/6a /7a / 9a/ 10 a,b /13 a, b ,c, d/ 15a,b,c /16 a,b,c,d,e,f/ 17 c/ 19a /20b /21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c/25a /26 a</p>



4th Quarter

Resources: *Glencoe Literature The Reader's Choice Course 5/ Their Eyes Were Watching God/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives		Reporting Categories (TEKS SEs)	
Week 6	<p>Novel: Their Eyes Were Watching God by Zora Neale Hurston Unit: Humor Theme: Comic Perspectives Reading: Media Connection (Garfield) p.1008/ A Cat's Garden of Verses p. 1009</p>	*read and understand a comic strip * read and analyze poem that parody well-known literature * identify the elements of a parody	<p>through all steps of the process to a final draft for scoring</p> <p>Portfolio-*utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring</p>	<p>Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/ sent/tang/tact</p>	1.a,b,c,d/ 2 a,b,c/ 5.a,b,c,d/6a /7a / 9a/ 10 a,b /13 a, b ,c, d/ 15a,b,c /16 a,b,c,d,e,f/ 17 c/ 19a /20b /21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c/25a /26 a
Week 7	<p>Novel: Their Eyes Were Watching God by Zora Neale Hurston Unit: Humor Theme: Comic Perspectives Reading: Appetizer p. 1015</p>	*read and analyze a short story about a man's encounter with a bear *identify the rising action in the short story *draw conclusions and make judgment of the author's time		<p>Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/ sent/tang/tact</p>	1.a,b,c,d/ 2 a,b,c/ 5.a,b,c,d/6a /7a / 9a/ 10 a,b /13 a, b ,c, d/ 15a,b,c /16 a,b,c,d,e,f/ 17 c/ 19a /20b /21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c/25a /26 a
Week 8	<p>Novel: Their Eyes Were Watching God by Zora Neale Hurston Unit: Humor Theme: Comic Perspectives Reading: Too Much Spice p. 1028/ An African American Childhood p. 1031</p>	*read an account of a person with a well-developed sense of humor *identify hyperbole *evaluate literature		<p>Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/ sent/tang/tact</p>	1.a,b,c,d/ 2 a,b,c/ 5.a,b,c,d/6a /7a / 9a/ 10 a,b /13 a, b ,c, d/ 15a,b,c /16 a,b,c,d,e,f/ 17 c/ 19a /20b /21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c/25a /26 a
Week 9	<p>Novel: Their Eyes Were Watching God by Zora Neale Hurston Unit: Humor Theme: Comic Perspectives Reading: What is and Isn't Grammatical p. 1039</p>	*read and analyze an essay about one writer's view of grammar *identify allusions in an essay *examine use of humor in an essay		<p>Greek and Latin Roots Part IV: vir/ dem/ polit/ civis/ aes/ path/ sens/ sent/tang/tact</p>	1.a,b,c,d/ 2 a,b,c/ 5.a,b,c,d/6a /7a / 9a/ 10 a,b /13 a, b ,c, d/ 15a,b,c /16 a,b,c,d,e,f/ 17 c/ 19a /20b /21 a,b,c/ 22 a,b,c/ 23 a,b,c,d,e/ 24a,c/25a /26 a