

PACING GUIDE 2023

COURSE: English 2 Honors

GRADE(S): Sophomore

MONTH/DAYS	UNIT #	STANDARDS	CONTENT Topics being covered? What do students need to know? (<i>nouns</i>)	ACTIVITIES w/Integration of Technology & Career Ready Practices	ASSESSMENTS What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered?
Sept- Oct/30	Narrative Writing-Poetry	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R4. Interpret words and</p>	<p><u>Poetry</u></p> <p>"Calendar Fragments"</p> <p>"I Went to Kill the Deer/ I Have Killed the Deer"</p> <p>"Funeral Oration"</p> <p>"Song of the Sky Loom" by Tewa</p> <p>"Eagle Poem" by Joy Harjo</p> <p>"Earth, Teach Me" by Ojibwa</p> <p>New England Primer (Puritan alphabet)</p> <p>"The Tide Rises, The Tide Falls" by Henry Longfellow</p> <p>"To My Dear and Loving Husband" by Anne Bradstreet</p> <p>"Upon the Burning of Our House" by Anne Bradstreet</p> <p>"Psalm of Life" by Henry Longfellow</p> <p>"The Tide Rises, The Tide Falls" by Henry Longfellow</p> <p>"Thanatopsis" William Cullen Bryant</p> <p>"The First Snowfall" by James Russell Lowell</p>	<p>*Poetry Review Questions</p> <p>*Extended Metaphor poem</p> <p>* Write a modern Puritan alphabet w rhyming couplets</p> <p>*Short Answer response comparing themes</p>	<p>Poetry critical reading assessment</p> <p>Biopoem quiz</p> <p>*Literary Term Quiz 1</p> <p>Socratic Seminar</p>

		<p>phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed</p> <p>NJSLSA.W2. Write informative/explan</p>	<p>"Old Ironsides" Oliver Wendell Holmes "Huswifery" by Edward Taylor "Happy Family" by Jane Shore “How Do I Love Thee” Elizabeth Barrett Browning “Pinon Nuts” Dixie Salazar "Nikki-Rosa" by Nikki Giovanni "Notes on for a Poem on being Asian American" by Dwight Okita</p> <p>Independent Reading: <i>The Curious Incident of the Dog in the Night Time</i> by Mark Haddon</p>		
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		<p>atory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.L1. Demonstrate command of the</p>			
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		<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>			
Oct - Nov/25	Unit 2 Literary Analysis Creation Myths	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant	<p>Walam Olum</p> <p>Earth on Turtle's Back Native American</p> <p>Yoruba Creation Myth, West African</p> <p>Golden Flower Taino/Puerto Rican Creation Myth</p>	Annotation Group Reading	<p>Mythology Critical Reading Assessment</p> <p>Compare Contrast Essay</p>

		<p>connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and</p>			
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		<p>larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique,</p>			
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		<p>well-chosen details, and well-structured event sequences</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W10. Write routinely</p>			
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		<p>over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4.</p>			
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		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
Nov- Dec	Unit 3 Narrative Nonfiction		<p>“The General History of Virginia” John Smith</p> <p>"Journal of the First Voyage" Christopher Columbus</p> <p>“Of Plymouth Plantation” William Bradford</p> <p>Iroquois Constitution</p> <p>“Journey Through Texas” Cabeza de Vaca</p> <p>"Boulders Taller than Seville" by Lopez de Cardenas</p> <p>“Interesting Narrative of Olaudah Equiano” by Olaudah Equiano</p>	<p>Google Classroom review worksheets</p> <p>* Create a travel brochure demonstrating subjective and objective writing</p>	<p>Explanatory essay test</p> <p>Critical reading assessment</p>

			<p>"Incidents in the Life of a Slave Girl" by Harriet Jacobs</p> <p>Modern Human Trafficking Narratives</p> <p>Jamestown Indentured Servant Letter</p> <p>Autobiography of Benjamin Franklin</p> <p>Abigail Adams Letters</p> <p>My New World Journey by Nola Kambanda, (Rwandan)</p> <p><u>American Born, Rachel Brownstein (Jewish)</u></p> <p>"Is Everyone Hanging out without me" by Mindy Kaling (Indian-American)</p> <p>"Yes, Chef" Marcus Samuelsson (Ethiopian memoir)</p> <p>"Hunger" by Roxane Gay (body image and mental illness)</p> <p><u>All Boys Aren't Blue</u> by George Johnson memoir (LGBTQ bullying, bias, in African American community)</p>		
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			<p>"Why Can't Environmentalism be Colorblind" by Jennifer Oladipo</p> <p>"Our Climate Future is Our Climate Present" by Jon Mooallem</p>		
Nov - Jan / 40	Unit 5- Drama		<p>Independent Reading Excerpts from <u>Kaffir Boy</u> by Mathabane and <u>Born a Crime</u> by Noah</p> <p><u>The Crucible</u> by Arthur Miller</p> <p>Salem Witch Trials Court Documents</p> <p>McCarthy Trials Historical Resources</p> <p>"Letter to the General Court and Testimony" by Mary Dyer</p>	<p>*Salem Newsletter</p> <p>The Crucible Fishbowl</p> <p>Allusion Worksheet</p>	<p>The Crucible Critical Reading Assessment Acts 1 & 2</p> <p>The Crucible Critical Reading Assessment Acts 3 & 4</p> <p>Crucible Vocab Quiz</p> <p>*Literary Term Quiz 2</p> <p>The Crucible Essay test</p> <p>Independent Reading Essay</p> <p>Independent Reading multiple choice assessment</p>
Feb- March	Unit 5 Argument		<p>"Speech in the VA Convention" Patrick Henry</p> <p>"Speech in the Convention" Benjamin Franklin</p> <p>"The Crisis" Thomas Paine</p>	<p>Review Worksheets</p> <p>Active Listening Worksheet</p> <p>Argumentative Speech Outline</p> <p>WMMR reflective writing prompts</p>	<p>Unit argumentative essay test</p> <p>Unit multiple choice assessment</p> <p>Argumentative Speech</p> <p>WMMR multiple choice assessment</p> <p>WMMR open ended response</p> <p>Literary Term Quiz 3</p>

			<p>“Declaration of Independence”</p> <p>“What to the Slave is the 4th of July” by Frederick Douglass (Amistad)</p> <p>“Speech to the DNC Convention 1976” Barbara Jordan (African American & LGBTQ)</p> <p>“Speech on Child Labor” by Florence Kelley</p> <p>“Hatred is Unworthy of Us” by Leonard Pitts</p> <p>“He Showed Us The Way” by Cesar Chavez (Latinx)</p> <p>“Indians are a People Not Mascots” by Fred Veilleux</p> <p>Speech to the United Nations Youth Assembly by Malala Yousafzai (AAPI)</p> <p>Speech to Global Climate Summit by Greta Thunberg (climate change)</p> <p>Synthesis Prompt- Limits of Free Speech Conversations</p> <p><u>What Made Maddy Run</u> by Kate Fagan</p>		
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April - May	Unit 6 Expository		<p><i>"Self Reliance" by Ralph Waldo Emerson</i></p> <p><i>"Civil Disobedience" by Henry David Thoreau</i></p> <p><i>Earth Without People by Weissman</i></p> <p><i>Indians are a People Not a Mascot by Fred Veuilleux</i></p> <p>"Fifty Years Ago, the Beatles Changed Our Music, Culture" by Leonard Pitts</p> <p>"My Daughter's Homework is Killing Me" by Karl Taro Greenfield</p> <p>"How One Stupid Tweet Blow Up Justine Sacco's Life" by Jon Ronson</p> <p>"On The Decay of Friendship" by Samuel Johnson</p> <p>"The Struggle to be an All American Girl" by Elizabeth Wong (AAPI)</p> <p>"Black Men and Public Spaces" by Brent Staples (African American)</p> <p>"The Land Ethic" by Aldo Leopold (climate change)</p>	<p>Google Classroom review worksheets</p> <p>Group worksheets</p> <p>Socratic Seminar</p>	<p>Critical Reading Assessment</p> <p>Infographic</p> <p>Literary Terms Quiz 4</p>
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May - June	Unit 7 Narrative Fiction		<p>"The Devil and Tom Walker" Washington Irving</p> <p>"The Black Cat" by Edgar Allan Poe</p> <p>"Where is Here" by Joyce Carol Oates</p> <p>"Dr Heidegger's Experiment" by Nathaniel Hawthorne</p> <p>"Reindeer Games" by Sherman Alexie (Native American)</p> <p>"Two Kinds" by Amy Tan (Asian American)</p> <p>"The Fabulous Sinkhole" by Jesus Trevino (Latinx)</p>	<p>Google Classroom review worksheets Group worksheets Write Short Story</p> <p>Socratic Seminar Literature Circle with Animal Farm</p>	<p>Critical Reading Assessment explanatory/ analysis test Argumentative Essay Final Draft Animal Farm by Orwell literary analysis response</p>

			<p>"The Baddest Dog in Harlem" by Walter Dean Myers (African American)</p> <p>"Lelah" by Angela Flournoy (African American)</p> <p>"The Test" by Shelby Osteergard (Dyslexia - common lit)</p> <p>Animal Farm by Orwell</p>		