



Manhattan Center for Science and Math High School

English Department Curriculum

English 2

<http://mcsportal.net>

Marking Period 1

Topic and Essential Questions: Expository Writing

- Can literature serve as a vehicle for social change?
- When should an individual take a stand against what he/she believes to be an injustice?
- What does power have to do with fairness and justice?

Unit/Topics: Comparison Essay, Process Analysis Essay, “How To” Column, Descriptive writing, Recipe’s, Instruction Manual
Writing Components

SWBAT/Objectives Students will analyze and discuss non-fiction texts regarding social injustice to guide expository writing exercises
Students will practice process analysis writing
Students will make connections between reading and real world issues

Vocabulary/Key Terms: Sensory details, Descriptive language, Figurative language, Literal language, Voice, Tone, Mood, Writers purpose, Audience, Point of view, Revision, Proofread, Parts of speech, Punctuation, Syntax, Ethos, Pathos, Logos

(Literary Terms/Devices)

Assessments: Timed in class writing, Process writing, Expository writing, Vocabulary quizzes, Unit exams, Presentations, Exit slips, Graphic organizers, Review sheets, Checklists, Revisions, Research papers,

Common Core Standards: **Reading Literature:** CCSS.ELA-LITERACY.RL.9-10.1CCSS.ELA-LITERACY.RL.9-10.5CCSS.ELA-LITERACY.RL.9-10.6
CCSS.ELA-LITERACY.RL.9-10.2CCSS.ELA-LITERACY.RL.9-10.3CCSS.ELA-LITERACY.RL.9-10.4
CCSS.ELA-LITERACY.RL.9-10.9 CCSS.ELA-LITERACY.RL.9-10.10
Reading Informational Texts: CCSS.ELA-LITERACY.RI.9-10.1
CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.4 CCSS.ELA-LITERACY.RI.9-10.6
CCSS.ELA-LITERACY.RI.9-10.7 CCSS.ELA-LITERACY.RI.9-10.8 CCSS.ELA-LITERACY.RI.9-10.9
CCSS.ELA-LITERACY.RI.9-10.10
Writing: CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.1.A
CCSS.ELA-LITERACY.W.9-10.1.B CCSS.ELA-LITERACY.W.9-10.1.C CCSS.ELA-LITERACY.W.9-10.1.D
CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.2.A CCSS.ELA-LITERACY.W.9-10.2.B
CCSS.ELA-LITERACY.W.9-10.2.D CCSS.ELA-LITERACY.W.9-10.2.E CCSS.ELA-LITERACY.W.9-10.3
CCSS.ELA-LITERACY.W.9-10.3.B CCSS.ELA-LITERACY.W.9-10.3.C CCSS.ELA-LITERACY.W.9-10.3.D
CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.W.9-10.6
CCSS.ELA-LITERACY.W.9-10.8 CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.9-10.10

Differentiated Instruction:

ELLs:

Use graphic organizers, dictionaries, and supportive handouts to assist mastery of the English language, Employ gestures for added emphasis, Read aloud, Adjust speech, Speak slowly, Enunciate, Use longer natural pauses, Repeat words or phrases, Include shorter sentences, Fewer pronouns, and use simpler syntax, Partner work, Vocabulary words, Clarify the meaning of words or phrases in context, Small group work (heterogeneous groups and pairs), Video and audio assistance.

SWDs:

Mnemonic strategies, Spatial organizers, Writing strategies including: Scaffolding, Graphic organizers, Images, Venn diagrams, Classroom learning strategies (e.g., study skills instruction, note-taking strategies), Computer- Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Small group work (heterogeneous groupings), Video and audio assistance (readings).

High-Achievers:

Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments, Flexibility with creative assignments, Small Group work/ Discussion Socratic Seminar

**Resources/Books
9th Grade Booklist**

*New York Times, NYCDOE Scope and Sequence, Engage NY, News ELA
A Separate Peace, Antigone, El Bronx Remembered, Hiroshima, Jane Eyre, Julius Caesar, Oedipus the King, Persepolis, The Chosen, The Member of the Wedding, The Odyssey, The Pearl, When I was Puerto Rican*

Sample Poetry:

“We Real Cool” by Gwendolyn Brooks, “Still I Rise” by Maya Angelou, “Descendency” by Mayda Del Valle, “Dulce et Decorum Est” by Wilfred Owen

Sample Non-fiction:

Biography of authors, “NY Times op-ed pieces on gun control, mass murderers, demagogues, ISIS; Baltimore Riots news coverage from CNN, “Why Baltimore Burned” Forbes Magazine, “LGBT and Race Alliances Critical in Civil Rights Battle for Marriage Equality” Huffington Post, “NBC Investigates Its Own Nightly News Anchor”—NYT article on Brian Williams

Sample Short Stories:

“The Story of an Hour” Kate Chopin



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Marking Period 2

Topic and Essential Questions: The Nature of Love

- What is the nature of love?
- What are the conflicts surrounding the nature of love?
- How do we endure in the face of tragedy and conflict?

Unit/Topics:	Literary analysis essay, Analytic essays/Articles, Reviews, Letters, Fanfiction, Companion Books etc.
Writing Components	
SWBAT/Objectives	Students will analyze diction and how it contributes to author's purpose. Students will be able to write a literary analysis essay Students will practice close reading of texts in order to make inferences about character and theme.
Vocabulary/Key Terms: (Literary Terms/Devices)	Sensory details, Descriptive language, Figurative language, Literal language, Voice, Tone, Mood, Writers purpose, Audience, Point of view, Revision, Proofread, Parts of speech, Punctuation, Syntax, Ethos, Pathos, Logos, Abstract, Anti-hero, Archetype, Censorship, Allusion, Anecdote, Criticism, Euphemism, Irony, Dramatic irony, Verbal irony, Diction, Parallelism, Plagiarism, Vernacular, Prose, Imagery, Genre, Connotation, Cliché, Adaptation etc.
Assessments:	Timed in class writing, Process writing, Literary analysis essay, Vocabulary quizzes, Unit exams, Presentations, Exit slips, Graphic organizers, Review sheets, Checklists, Revisions, Research papers, Short response writing, Unit projects, Questioning, Small group discussion, Class discussion
Common Core Standards:	Reading Literature: CCSS.ELA-LITERACY.RL.9-10.1CCSS.ELA-LITERACY.RL.9-10.5CCSS.ELA-LITERACY.RL.9-10.6 CCSS.ELA-LITERACY.RL.9-10.2CCSS.ELA-LITERACY.RL.9-10.3CCSS.ELA-LITERACY.RL.9-10.4 <u>CCSS.ELA-LITERACY.RL.9-10.9</u> <u>CCSS.ELA-LITERACY.RL.9-10.10</u> Reading Informational Texts: CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.4 CCSS.ELA-LITERACY.RI.9-10.6 CCSS.ELA-LITERACY.RI.9-10.7 CCSS.ELA-LITERACY.RI.9-10.8 CCSS.ELA-LITERACY.RI.9-10.9 CCSS.ELA-LITERACY.RI.9-10.10 Writing: CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.1.A CCSS.ELA-LITERACY.W.9-10.1.B CCSS.ELA-LITERACY.W.9-10.1.C CCSS.ELA-LITERACY.W.9-10.1.D CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.2.A CCSS.ELA-LITERACY.W.9-10.2.B CCSS.ELA-LITERACY.W.9-10.2.D CCSS.ELA-LITERACY.W.9-10.2.E CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.9-10.3.B CCSS.ELA-LITERACY.W.9-10.3.C CCSS.ELA-LITERACY.W.9-10.3.D CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.W.9-10.6 CCSS.ELA-LITERACY.W.9-10.8 CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.9-10.10
Differentiated Instruction:	
ELLs:	Use graphic organizers, dictionaries, and supportive handouts to assist mastery of the English language, Employ gestures for added emphasis, Read aloud, Adjust speech, Speak slowly, Enunciate, Use longer natural pauses, Repeat words or phrases, Include shorter sentences, Fewer pronouns, and use simpler syntax, Partner work, Vocabulary words, Clarify the meaning of words or phrases in context, Small group work (heterogeneous groups and pairs), Video and audio assistance.
SWDs:	Mnemonic strategies, Spatial organizers, Writing strategies including: Scaffolding, Graphic organizers, Images, Venn diagrams, Classroom learning strategies (e.g., study skills instruction, note-taking strategies), Computer- Assisted Instruction, Peer Mediation, Differentiated Assessments, Extended time, Small group work (heterogeneous groupings), Video and audio assistance (readings).
High-Achievers:	Accelerate Pacing – allow more time for student investigations and in-depth work, Eliminate-repetition, Flexible timelines – allow for greater independence enabling students to go beyond or deeper into their work, Research assignments, Independent reading assignments,

	Flexibility with creative assignments, Small Group work/ Discussion Socratic Seminar
Resources/Books	<i>New York Times, NYCDOE Scope and Sequence, Engage NY, News ELA</i>
9th Grade Booklist	<i>A Separate Peace, Antigone, El Bronx Remembered, Hiroshima, Jane Eyre, Julius Caesar, Oedipus the King, Persepolis, The Chosen, The Member of the Wedding, The Odyssey, The Pearl, When I was Puerto Rican, Romeo and Juliet</i>
Sample Poetry:	“At Dusk” by Natasha Tretheway, “My Ceremony for the Taking” by Lara Mann, “The Stayer” by Virgil Suarez
Sample Non-fiction:	“Monkey See, Monkey Do, Monkey Connect” by Frans de Waal, “Count on Us” (Public Service Announcement) Learning By Thinking: How Reflection Improves Performance (Harvard Business School, 2014), “Animals in Translation” by Frans de Waal, “With Friends Like These” by Dorothy Rowe, “Why Physicians Need to Write” by Louise Aronson, MD, “Teens and Decision Making: What Science Reveals”, “This is What it Means to Say Phoenix, Arizona”
Sample Short Stories:	“The Lady and The Tiger” by Frank Stockton, “The Tell Tale Heart” by Edgar Allan Poe, “The Mask of the Red Death” by Edgar Allan Poe,



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Marking Period 3

Topic and Essential Questions: Reflection Unit

- How can we examine and convey complex ideas through various genres of writing?
- How can we productively reflect on cumulative work completed during this course?
- How can we become independent and effective readers and writers?

Unit/Topics:	Research paper, Narrative essay, Media analysis, Purposeful Letter Writing, Professional Correspondence, Argument essay, Persuasive writing
Writing Components	
SWBAT/Objectives	Students will produce clear, coherent writing ensuring that development, organization, and style are appropriate to task, purpose and audience Students will write and revise regularly Students will participate in debates, Socratic Seminars, and panel discussions
Vocabulary/Key Terms:	Sensory details, Descriptive language, Figurative language, Literal language, Voice, Tone, Mood, Writers purpose, Audience, Point of view, Revision, Proofread, Parts of speech, Punctuation, Syntax, Ethos, Pathos, Logos, Abstract, Anti-hero, Archetype, Censorship, Allusion, Anecdote, Criticism, Euphemism, Irony, Dramatic irony, Verbal irony, Diction, Parallelism, Plagiarism, Vernacular, Prose, Imagery, Genre, Connotation, Cliché, Adaptation, Transitions, Jargon, etc.
(Literary Terms/Devices)	
Assessments:	Timed in class writing, Process writing, Vocabulary quizzes, Unit exams, Presentations, Exit slips, Graphic organizers, Review sheets, Checklists, Revisions, Research papers, Short response writing, Unit projects, Questioning, Small group discussion, Class discussion

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CCSS.ELA-LITERACY.W.9-10.3.B CCSS.ELA-LITERACY.W.9-10.3.C CCSS.ELA-LITERACY.W.9-10.3.D
CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.W.9-10.6
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**Resources/Books
9th Grade booklist**

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A Separate Peace, Antigone, El Bronx Remembered, Hiroshima, Jane Eyre, Julius Caesar, Oedipus the King, Persepolis, The Chosen, The Member of the Wedding, The Odyssey, The Pearl, When I was Puerto Rican*

Sample Poetry:

“The End and the Beginning” by Wislawa Symborska, “The Survivor” by Marilyn Chin, “Who Understands Me But Me” by Jimmy Santiago Baca, “The Journey” by Mary Oliver

Sample Non-fiction:

“We Must Stop Police Abuse of Black Men” by Eric Adams, “Police Officer Fears: The Harvard Professor- Cambridge Police Sergeant Clash Revisited” from Psychology Today, Room for Debate Articles, “Globe High School Censors Its Student Newspaper” by Sarah Fenske, “The Age of Music Piracy is Officially Over” by Paul Boutin, “What’s Wrong with the DREAM Act” by Peggy Sands, “When A

“Gun is not a Gun” by Lisa Feldman Barrett and Jolie Wormwood, “Starving for Wisdom” by Nicholas Kristof, “Is Survival Selfish” by Lane Wallace, “Truth at All Costs” by Marie Colvin, “The Real Reasons We Explore Space” by Michael Griffin, “The Cruellest Journey: 600 Miles to Timbuktu” by Kira Salak, “The Good Soldiers” by David Finkel

“An Ordinary Man” by Paul Rusinbega, “Deep Survival” by Laurence Gonzales

Sample Short Stories:
