

English II CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
0	Language		
1	Students will use agreed-upon rules for informal and formal discussions in small and large groups.	Unit 2: The Short Story: Elements of Literature	Discussion Forum
1.5	Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions.		
2	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.		
2.5	Summarize in a coherent and organized way information and ideas learned from a focused discussion.		
3	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.		
3.14	Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.		
3.15	Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these features.		
3.16	Create an appropriate scoring guide to prepare, improve, and assess presentations.		
4	Students will understand and acquire new vocabulary and use it correctly in reading and writing.	Unit 1: Introduction to Poetry	Understand vocabulary used in context

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4.23	Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	Unit 4: The Personal Essay	Use word parts, roots and affixes, to develop vocabulary and determine the meaning of unknown words
4.24	Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words.	Unit 4: The Personal Essay	Use word parts, roots and affixes, to develop vocabulary and determine the meaning of unknown words
4.25	Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.	Unit 5: Reading Strategies	Vocab Lists
5	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.		
5.23	Identify simple, compound, complex, and compound-complex sentences.		
5.24	Identify nominalized, adjectival, and adverbial clauses.		
5.25	Recognize the functions of verbals: participles, gerunds, and infinitives.	Unit 4: The Personal Essay	Use verbs correctly

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5.26	Analyze the structure of a sentence (traditional diagram, transformational model).	Unit 6: Short Fiction	Identifying Sentence Fragments
5.27	Identify rhetorically functional sentence structure (parallelism, properly placed modifiers).		
5.28	Identify correct mechanics (semicolons, colons, hyphens), correct usage (tense consistency), and correct sentence structure (parallel structure).	Unit 4: The Personal Essay	Punctuation
5.29	Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments (glasnost, coup d'état).		
6	Students will describe, analyze, and use appropriately formal and informal English.	Unit 4: The Personal Essay	Revising Essay
6.8	Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups.		
6.9	Identify differences between the voice, tone, diction, and syntax used in media presentations (documentary films, news broadcasts, taped interviews) and these elements in informal speech.		
0	Reading and Literature		

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7	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.		
0	The majority of students will have met these standards by the end of Grade 4, although teachers may need to continue addressing earlier standards.		
8	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.	Unit 2: The Short Story: Elements of Literature	Apply knowledge of story structure to identify parts of plot in a story. Discuss the theme of a story. Recognize symbolism in a story.
0	For imaginative/literary texts:		
8.29	Identify and analyze patterns of imagery or symbolism.	Unit 1: Introduction to Poetry	“Grass” lesson
8.30	Identify and interpret themes and give supporting evidence from a text.	Unit 1: Introduction to Poetry	“Grass” lesson
0	For informational/expository texts:		
8.31	Analyze the logic and use of evidence in an author’s argument.		

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9	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.	Unit 1: Introduction to Poetry	“Grass” lesson
9.6	Relate a literary work to primary source documents of its literary period or historical setting.		
10	Students will identify, analyze, and apply knowledge of the characteristics of different genres.		
10.5	Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.		
11	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.	Unit 2: The Short Story: Elements of Literature	Discuss the theme of a story.
11.5	Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes.	Unit 1: Introduction to Poetry	“Grass” lesson
12	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.	Unit 2: The Short Story: Elements of Literature	List the five parts of plot in order. Apply knowledge of story structure to identify parts of plot in a story.
12.5	Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.	Unit 2: The Short Story: Elements of Literature	Define theme, flashback, and symbolism.

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13	Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.		
13.24	Analyze the logic and use of evidence in an author's argument.		
13.25	Analyze and explain the structure and elements of nonfiction works.		
14	Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.	Unit 1: Introduction to Poetry	Entire unit
14.5	Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems:	Unit 1: Introduction to Poetry Unit 8: Lyrics Poetry	Entire unit
14.5.A	sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance);	Unit 1: Introduction to Poetry Unit 8: Lyrics Poetry	alliteration, onomatopoeia, rhyme scheme, consonance, assonance are all covered
14.5.B	form (ballad, sonnet, heroic couplets);	Unit 1: Introduction to Poetry	Compare and contrast the form and content of poems
14.5.C	figurative language (personification, metaphor, simile, hyperbole, symbolism);	Unit 1: Introduction to Poetry Unit 8: Lyrics Poetry	Section on figurative language

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14.5.D	dramatic structure.		
15	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.	Unit 1: Introduction to Poetry	"How to Eat a Poem" lesson
15.7	Evaluate how an author's choice of words advances the theme or purpose of a work.	Unit 2: The Short Story: Elements of Literature	Discuss the theme of a story.
15.8	Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.	Unit 7: The Novel	Sentence Variety Lesson
16	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.	First Section	Throughout first 3 units
16.11	Analyze the characters, structure, and themes of classical Greek drama and epic poetry.	Unit 1: Introduction to Poetry	Discuss classical and modern poems about various topics
17	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.	Unit 9: Drama	Application to Romeo and Juliet
17.7	Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.	Unit 9: Drama	Application to Romeo and Juliet

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18	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.		
18.5	Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions and create scoring guides with categories and criteria for assessment of presentations.		
0	Composition		
19	Students will write with a clear focus, coherent organization, and sufficient detail.	Unit 4: The Personal Essay	Prompt
0	For imaginative/literary writing:		
19.24	Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.		
19.25	Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language.	Unit 8: Lyrics Poetry	Write a poem
0	For informational/expository writing:		

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19.26	Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.	Unit 4: The Personal Essay	Prompt
19.27	Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.	Unit 5: Reading Strategies	Controlling Ideas Assignment
20	Students will write for different audiences and purposes.	Unit 4: The Personal Essay Unit 5: Reading Strategies	Audience/Purpose in Writing Assignments
20.5	Use different levels of formality, style, and tone when composing for different audiences.	Unit 4: The Personal Essay Unit 5: Reading Strategies	Style/Tone expected in writing assignments
21	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.	Unit 4: The Personal Essay	Rubric: Organization, Word Choice
21.8	Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.	Unit 4: The Personal Essay	Rubric: 6+1
22	Students will use knowledge of standard English conventions in their writing, revising, and editing.	Unit 4: The Personal Essay	Revision Checklist
22.9	Use knowledge of types of clauses (main and subordinate), verbals (gerunds, infinitives, participles), mechanics (semicolons, colons, hyphens), usage (tense consistency), sentence structure (parallel structure), and standard English spelling when writing and	Unit 4: The Personal Essay	Revision Checklist

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	editing.		
23	Students will organize ideas in writing in a way that makes sense for their purpose.	Unit 4: The Personal Essay	Understand ways to develop content and a personal style in your writing
23.12	Integrate all elements of fiction to emphasize the theme and tone of the story.		
23.13	Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.	Unit 5: Reading Strategies	Controlling Ideas
24	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.	Unit 10: Research	See prompt and lesson over research
24.5	Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.	Unit 10: Research	See prompt and lesson over research
25	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.	Unit 10: Research	Rubric

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25.5	Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them.		
0	Media		
26	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.	Unit 10: Research	During research
26.5	Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.		
27	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.		
27.6	Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.		
27.7	Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.		