

English 2

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
A	The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.		
A.1	The student will expand vocabulary through word study, literature, and class discussion.		
A.1.1	Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.		
A.1.2	Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.		
A.1.3	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	Thinking Skills Antigone Novel	Section 1 Section 3 Section 1
A.1.4	Discriminate between connotative and denotative meanings and interpret the connotative power of words.	Poetry	Section 1
A.1.5	Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.	Thinking Skills Antigone Novel	Section 1 Section 3 Section 1
A.2	The student will interact with the words and concepts on the page to understand what the writer has said.	Thinking Skills Antigone Novel	Section 1 Section 3 Section 1
A.2.1	Literal Understanding		
A.2.1.a	Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.	Thinking Skills Creation	Section 2-5 Section 1-2

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A.2.1.b	Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).	Thinking Skills	Section 2-5
A.2.1.c	Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).		
A.2.1.d	Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).	Creation	Section 5
A.2.2	Inferences and Interpretation		
A.2.2.a	Use elements of the text to defend responses and interpretations.	HOMS	Section 2-7
A.2.2.b	Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	HOMS	Section 2-7
A.2.2.c	Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).	HOMS	Section 2-7

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A.2.3	Summary and Generalization		
A.2.3.a	Determine the main idea, locate and interpret minor or subtly stated details in complex passages.	Short Story	Section 1
A.2.3.b	Use text features and elements to support inferences and generalizations about information.	HOMS	Section 2-7
A.2.3.c	Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.		
A.2.4	Analysis and Evaluation		
A.2.4.a	Discriminate between fact and opinion and fiction and nonfiction.		
A.2.4.b	Evaluate deceptive and/or faulty arguments in persuasive texts.		
A.2.4.c	Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.		

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A.2.4.d	Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.	Thinking Skills	Section 2-5
A.3	The student will read, construct meaning, and respond to a wide variety of literary forms.		
A.3.1	Demonstrate a knowledge of and an appreciation for various forms of literature.	Antigone HOMS	Section 4 Section 7
A.3.1.a	Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.	Antigone HOMS Thinking Skills Poetry	Section 4 Section 7 Section 2-6 Section 1-4
A.3.1.b	Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.	Poetry	Section 4
A.3.2	Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	Short Story	Section 2-3
A.3.2.a	Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved.	Short Story	Section 2-3
A.3.2.b	Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.	Short story	Section 4

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A.3.2.c	Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	Antigone	Section 4
A.3.2.d	Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.	Short Story	Section 2-3
A.3.2.e	Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).		
A.3.3	Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.	Novel Short Story	Section 1 Section 1-3
A.3.3.a	Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.	Novel Short Story	Section 1 Section 1-3
A.3.3.b	Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.	Poetry	Section 1-4
A.3.3.c	Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.	Poetry	Section 1-4

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A.3.4	The student will read and respond to historically and culturally significant works of literature.		
A.3.4.a	Analyze and evaluate works of literature and the historical context in which they were written.	Creation Antigone AEOTP	Section 1-4 Section 1-4 Section 1-4
A.3.4.b	Analyze and evaluate literature from various cultures to broaden cultural awareness.	Creation Antigone AEOTP	Section 1-4 Section 1-4 Section 1-4
A.3.4.c	Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	Creation Antigone AEOTP	Section 1-4 Section 1-4 Section 1-4
A.4	The student will conduct research and organize information.		
A.4.1	Select the best source for a given purpose.	Research	Section 1-5
A.4.1.a	Access information from a variety of primary and secondary sources.	Research	Section 1-5
A.4.1.b	Skim text for an overall impression and scan text for particular information.	Research	Section 1-5

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A.4.1.c	Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	Research	Section 1-5
A.4.2	Analyze and evaluate information from a variety of sources.		
A.4.2.a	Summarize, paraphrase, and/or quote relevant information.	Research	Section 1-5
A.4.2.b	Determine the author's viewpoint to evaluate source credibility and reliability.		
A.4.2.c	Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	Research	Section 1-5
A.4.2.d	Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.		
B	The student will express ideas effectively in written modes for a variety of purposes and audiences.		
B.1	The student will use the writing process to write coherently.		

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B.1.1	Use a writing process to develop and refine composition skills. Students are expected to:		
B.1.1.a	use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.	Novel HOMS Research	Section 7 Section 7 Section 1-5
B.1.1.b	analyze audience and purpose:		
B.1.1.b.i	consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion.	Novel HOMS Research	Section 7 Section 7 Section 1-5
B.1.1.b.ii	analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task.		
B.1.1.c	analyze appropriate mode/genre.		
B.1.1.d	develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.	Novel HOMS Research	Section 7 Section 7 Section 1-5
B.1.1.e	revise for appropriateness of organization, content, and style.	Novel HOMS Research	Section 7 Section 7 Section 1-5

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B.1.1.f	edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.	Novel HOMS Research	Section 7 Section 7 Section 1-5
B.1.1.g	refine selected pieces to publish for general and specific audiences.	Novel HOMS Research	Section 7 Section 7 Section 1-5
B.1.2	Use elaboration to develop an idea:		
B.1.2.a	draft a text with a clear controlling idea or thesis.	Novel HOMS	Section 7 Section 7
B.1.2.b	develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.	Novel HOMS	Section 7 Section 7
B.1.2.c	apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.	Novel HOMS	Section 7 Section 7
B.1.2.d	apply a consistent and appropriate point of view.	Novel HOMS	Section 7 Section 7
B.1.2.e	understand and apply formal and informal diction.		

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B.1.3	Demonstrate organization, unity, and coherence by using transitions and sequencing:		
B.1.3.a	read the draft from the intended audience's point of view to evaluate clarity of purpose.		
B.1.3.b	evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.	Novel HOMS	Section 7 Section 7
B.1.3.c	evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.	Novel HOMS	Section 7 Section 7
B.1.3.d	evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.	Novel HOMS	Section 7 Section 7
B.1.3.e	evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.		
B.1.3.f	evaluate whether sentence structures are varied in type, length, and complexity.		
B.1.4	Use precise word choices, including figurative language, that convey specific meaning:		

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B.1.4.a	apply Standard English usage, spelling and mechanics to text.	Novel HOMS	Section 7 Section 7
B.1.4.b	correct errors in grammatical conventions.	Novel HOMS	Section 7 Section 7
B.1.4.c	employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	Novel HOMS	Section 7 Section 7
B.1.4.d	use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).	Research	Section 2-5
B.1.4.e	demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.	Research	Section 2-5
B.1.5	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.		
B.1.6	Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing).		
B.2	The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.	HOMS Antigone	Section 2-7 Section 5

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B.2.1	Compose fictional, biographical or autobiographical narratives or short stories that:		
B.2.1.a	establish and develop dynamic and static characters including character motivation, gestures, and feelings.	Research Antigone Creation	Section 2-5 Section 5 Section 6
B.2.1.b	establish and develop a plot that effectively communicates the overall theme and establishes significant events.	Research Antigone Creation	Section 2-5 Section 5 Section 6
B.2.1.c	establish and maintain a consistent point of view especially third person limited or omniscient point of view.	Short story	Section 4
B.2.1.d	establish and develop a setting within a narrative that is relevant to the overall meaning of the work.	Research Antigone Creation	Section 2-5 Section 5 Section 6
B.2.1.e	use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.	Research Antigone Creation	Section 2-5 Section 5 Section 6
B.2.1.f	present action segments to accommodate changes in time and mood.	Research Antigone Creation	Section 2-5 Section 5 Section 6
B.2.2	Compose expository compositions, including analytical essays and research reports that:		

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B.2.2.a	integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.	HOMS Novel	Section 7 Section 7
B.2.2.b	communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.	HOMS Novel	Section 7 Section 7
B.2.2.c	integrate a variety of suitable, credible reference sources, such as print, pictorial, audio, and reliable Internet sources.		
B.2.2.d	integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.		
B.2.2.e	identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly.		
B.2.2.f	use technical terms and notations accurately.		
B.2.3	Compose persuasive/argumentative compositions that:		
B.2.3.a	include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	Thinking Skills	Section 6

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B.2.3.b	use exposition, narration, description, and argumentation to support the main argument.	Thinking Skills	Section 6
B.2.3.c	use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy.	Thinking Skills	Section 6
B.2.3.d	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	Thinking Skills	Section 6
B.2.3.e	effectively address reader's concerns, counterclaims, biases, and expectations.	Thinking Skills	Section 6
B.2.4	Create documents related to career development that:		
B.2.4.a	follow conventional format for email, formal letter, or memorandum.		
B.2.4.b	provide clear and purposeful information and address the intended audience appropriately.		
B.2.4.c	use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.		

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B.2.5	Compose reflective papers that may address one of the following purposes:	No	
B.2.5.a	express the individual's insight into conditions or situations detailing the author's role in the outcome of the event as well as an outside viewpoint.		
B.2.5.b	connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.		
B.2.5.c	complete a self-evaluation on a class performance.		
B.2.6	Use appropriate essay test-taking and time-writing strategies that:		
B.2.6.a	budget time for prewriting, drafting, revising, and editing.		
B.2.6.b	prioritize the question/prompt.		
B.2.6.c	identify the common directives from the prompt (identify command verbs: explain, compare, evaluate, define, and develop, etc.)		

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B.2.6.d	analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.		
B.2.6.e	apply appropriate organizational methods to thoroughly address the prompt.		
B.2.7	Compose responses to literature that:		
B.2.7.a	integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.	HOMS Novel	Section 2-7 Section 7
B.2.7.b	evaluate the impact of genre, historical, and cultural context on the work.	HOMS Novel	Section 2-7 Section 7
B.2.7.c	evaluate the impact of literary elements/devices and complexities within the work.	HOMS Novel	Section 2-7 Section 7
B.2.7.d	extend writing by changing mood, plot, characterization, or voice.		
B.2.8	Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that:		

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B.2.8.a	incorporates relevant integrated quotations, summary, and paraphrase with commentary.	Research	Section 2-5
B.2.8.b	includes internal citations.		
B.2.8.c	contains a works cited/bibliography.	Research	Section 2-5
B.3	The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.		
B.3.1	The student will demonstrate correct use of Standard English in speaking and writing.	HOMS Novel Creation	Section 7 Section 7 Section 5
B.3.1.a	Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).		
B.3.1.b	Use nominative, objective, possessive nouns.		
B.3.1.c	Use abstract, concrete, and collective nouns.		

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B.3.1.d	Use correct verb forms and tenses.		
B.3.1.e	Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.		
B.3.1.f	Distinguish transitive, intransitive, and linking verbs.		
B.3.1.g	Distinguish active and passive voice.	Research	Section 4
B.3.1.h	Use correct pronoun/antecedent agreement and clear pronoun reference.		
B.3.1.i	Use correct forms of positive, comparative, and superlative adjectives.		
B.3.1.j	Use correct form of conjunction (coordinating, correlating, or subordinating).		
B.3.1.k	Use appositives and verbals in compositions.		

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B.3.2	The student will demonstrate appropriate language mechanics in writing.		
B.3.2.a	Apply capitalization rules appropriately in writing.		
B.3.2.b	Punctuate in writing including:		
B.3.2.b.i	commas		
B.3.2.b.ii	quotation marks		
B.3.2.b.iii	apostrophes, colons, and semicolons		
B.3.2.b.iv	ellipsis		
B.3.2.b.v	hyphens, dashes, parentheses, and brackets		

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B.3.2.c	Demonstrate correct use of punctuation in research writing including:		
B.3.2.c.i	formal outline		
B.3.2.c.ii	parenthetical documentation		
B.3.2.c.iii	works cited/bibliography		
B.3.2.d	Use correct formation of plurals.		
B.3.2.e	Use correct spelling including:		
B.3.2.e.i	commonly misspelled words and homonyms		
B.3.2.e.ii	spell consonant changes correctly (example recede/recession; transmit/transmission)		

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B.3.2.e.iii	spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)		
B.3.3	The student will demonstrate appropriate sentence structure in writing.		
B.3.3.a	Identify and use parallel structure.		
B.3.3.b	Correct dangling and misplaced modifiers.		
B.3.3.c	Correct run-on sentences.		
B.3.3.d	Correct fragments.		
B.3.3.e	Correct comma splices.		
B.3.3.f	Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.		

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B.3.3.g	Use a variety of sentence structures and lengths to create a specific effect.		
C	The student will demonstrate thinking skills in listening and speaking.		
C.1	The student will listen for information and for pleasure.		
C.1.1	Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker’s messages.		
C.1.2	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.		
C.1.3	Evaluate informative and persuasive presentations of peers, public figures, and media presentations.		
C.1.4	Use feedback to evaluate own effectiveness and set goals for future presentations.	Research	Section 5
C.2	The student will express ideas and opinions in group or individual situations.	Flood Myths	Section 2

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C.2.1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	Flood Myths Creation	Section 2 Section 5, 6
C.2.2	Prepare, organize, and present a variety of informative and persuasive messages effectively.	Thinking Skills	Section 6
C.2.3	Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.		
D	The student will interpret, evaluate, and compose visual messages.		
D.1	The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.		
D.1.1	Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).		
D.1.2	Investigate how symbols, images, sound, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).		
D.2	The student will evaluate visual and electronic media, such as film, as compared with print messages.		

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D.2.1	Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.		
D.2.2	Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).		
D.3	The student will create a visual message that effectively communicates an idea.		
D.3.1	Investigate and present the sources of a media presentation or production such as who made it and why it was made.		
D.3.2	Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.		