

## English 2

| State Standard Number | State Standard Area/Description  | Unit Name | Course Topic Description |
|-----------------------|--|-----------|--------------------------|
|                       | Communication: Speaking, Listening, Media Literacy   |           |                          |
| 10.1                  | The student will participate in, collaborate in, and report on small-group learning activities.            |           |                          |
| 10.1.a                | Assume responsibility for specific group tasks.  |           |                          |
| 10.1.b                | Collaborate in the preparation or summary of the group activity.   |           |                          |
| 10.1.c                | Include all group members in oral presentation.  |           |                          |
| 10.1.d                | Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.                     |           |                          |
| 10.1.e                | Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.                |           |                          |
| 10.1.f                | Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. |           |                          |
| 10.1.g                | Access, critically evaluate, and use information accurately to solve problems.                             |           |                          |
| 10.1.h                | Evaluate one's own role in preparation and delivery of oral reports.                                       |           |                          |

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| 10.1.i | Use a variety of strategies to listen actively.  |                             |                        |
| 10.1.j | Analyze and interpret other's presentations.   |                             |                        |
| 10.1.k | Evaluate effectiveness of group process in preparation and delivery of oral reports.   |                             |                        |
| 10.2   | The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.                                    |                             |                        |
| 10.2.a | Use media, visual literacy, and technology skills to create products.  | Research<br>Creation        | Section 5<br>Section 6 |
| 10.2.b | Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. | Research                    | Section 2,3            |
| 10.2.c | Determine the author's purpose and intended effect on the audience for media messages.   | An Enemy OTP<br>Flood Myths | Section 1<br>Section 1 |

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| 10.2.d | Identify the tools and techniques used to achieve the intended focus.   | An Enemy OTP                | Section 1                |
|        | Reading   |                             |                          |
| 10.3   | The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. |                             |                          |
| 10.3.a | Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.                                    |                             |                          |
| 10.3.b | Use context, structure, and connotations to determine meanings of words and phrases.  | Poetry                      | Section 1                |
| 10.3.c | Discriminate between connotative and denotative meanings and interpret the connotation.   | Poetry                      | Section 1                |
| 10.3.d | Identify the meaning of common idioms.  |                             |                          |
| 10.3.e | Identify literary and classical allusions and figurative language in text.  | Thinking Skills<br>Antigone | Section 1<br>Section 1,3 |

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| 10.3.f | Extend general and specialized vocabulary through speaking, reading, and writing.   | All writing assignments              | The standard is implied per grading criteria |
| 10.3.g | Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.                |                                      |  |
| 10.4   | The student will read, comprehend, and analyze literary texts of different cultures and eras.                                       | Flood Myths<br>Antigone<br>House OMS | Section 1<br>Section 1-4<br>Section 1-6      |
| 10.4.a | Identify main and supporting ideas.   | An Enemy OTP                         | Section 2-4                                  |
| 10.4.b | Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.                                    | House OMS                            | Section 2-7                                  |
| 10.4.c | Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. | Antigone<br>Flood Myths<br>Creation  | Section 1-4<br>Section 1-2<br>Section 1-3    |
| 10.4.d | Analyze the cultural or social function of literature.  | Antigone<br>Flood Myths<br>Creation  | Section 1-3<br>Section 1-2<br>Section 1-2    |
| 10.4.e | Identify universal themes prevalent in the literature of different cultures.  | Antigone<br>Flood Myths<br>Creation  | Section 1-3<br>Section 1-2<br>Section 1-2    |

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| 10.4.f | Examine a literary selection from several critical perspectives.   | An Enemy OTP<br>House OMS             | Section 1-4<br>Section 2-7                |
| 10.4.g | Explain the influence of historical context on the form, style, and point of view of a literary text.  | An Enemy OTP<br>House OMS<br>Antigone | Section 2-7<br>Section 1-4<br>Section 1-3 |
| 10.4.h | Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose. | House OMS                             | Section 2-6                               |
| 10.4.i | Compare and contrast literature from different cultures and eras.  | Creation                              | Section 3                                 |
| 10.4.j | Distinguish between a critique and a summary.  |                                       |   |
| 10.4.k | Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.                           | Poetry                                | Section 2                                 |
| 10.4.l | Compare and contrast character development in a play to characterization in other literary forms.  | An Enemy OTP<br>Antigone              | Section 2<br>Section 3,4                  |
| 10.4.m | Use reading strategies to monitor comprehension throughout the reading process.  | An Enemy OTP                          | Section 2-4                               |

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| 10.5   | The student will read, interpret, analyze, and evaluate nonfiction texts.                                    |                 |             |
| 10.5.a | Identify text organization and structure.  |                 |             |
| 10.5.b | Recognize an author's intended audience and purpose for writing.   | Thinking Skills | Section 3-5 |
| 10.5.c | Skim manuals or informational sources to locate information.   |                 |             |
| 10.5.d | Compare and contrast informational texts.  |                 |             |
| 10.5.e | Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.             |                 |             |
| 10.5.f | Draw conclusions and make inferences on explicit and implied information using textual support as evidence.  | Thinking Skills | Section 3-5 |
| 10.5.g | Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. | Thinking Skills | Section 6   |

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| 10.5.h | Use reading strategies throughout the reading process to monitor comprehension.  |  |                                     |
|        | Writing  |  |                                     |
| 10.6   | The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. | Thinking Skills<br>Creation<br>House OMS | Section 6<br>Section 3<br>Section 7 |
| 10.6.a | Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.                                       | Thinking Skills<br>Creation<br>House OMS | Section 6<br>Section 3<br>Section 7 |
| 10.6.b | Synthesize information to support the thesis.  | Thinking Skills<br>Creation<br>House OMS | Section 6<br>Section 3<br>Section 7 |
| 10.6.c | Elaborate ideas clearly through word choice and vivid description.   | Thinking Skills<br>Creation<br>House OMS | Section 6<br>Section 3<br>Section 7 |
| 10.6.d | Write clear and varied sentences, clarifying ideas with precise and relevant evidence.   | Thinking Skills<br>Creation<br>House OMS | Section 6<br>Section 3<br>Section 7 |
| 10.6.e | Organize ideas into a logical sequence using transitions.  | Creation                                 | Section 5                           |

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| 10.6.f | Revise writing for clarity of content, accuracy, and depth of information.   | Thinking Skills<br>Creation<br>House OMS | Section 6<br>Section 3<br>Section 7 |
| 10.6.g | Use computer technology to plan, draft, revise, edit, and publish writing.   | Thinking Skills<br>Creation<br>House OMS | Section 6<br>Section 3<br>Section 7 |
| 10.7   | The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.   | All Writing Lessons                      | Per Grading Rubric                  |
| 10.7.a | Distinguish between active and passive voice.  | Research                                 | Section 4                           |
| 10.7.b | Apply rules governing use of the colon.  |  |                                     |
| 10.7.c | Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. |  |                                     |
| 10.7.d | Differentiate between in-text citations and works cited on the bibliography page.  | Research                                 | Section 3                           |
| 10.7.e | Analyze the writing of others.   |  |                                     |

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| 10.7.f | Describe how the author accomplishes the intended purpose of a piece of writing.                    |          |             |
| 10.7.g | Suggest how writing might be improved.  |          |             |
| 10.7.h | Proofread and edit final product for intended audience and purpose.                                 | Research | Section 3-5 |
|        | Research  |          |             |
| 10.8   | The student will collect, evaluate, organize, and present information to create a research product. | Research | Section 1-5 |
| 10.8.a | Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.  | Research | Section 1-5 |
| 10.8.b | Develop the central idea or focus.  | Research | Section 1-5 |
| 10.8.c | Verify the accuracy, validity, and usefulness of information.                                       | Research | Section 2   |

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| 10.8.d | Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.                                   | Research | Section 1-5 |
| 10.8.e | Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). |          |             |
| 10.8.f | Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.  |          |             |