

This document outlines the academic goals, the activities and materials used in the English II class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week ____ to ____	(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
7-12	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	Textbook Unit Two: Short Stories p. 430-431	*Possible PHLitOnline.com with access code?? Sadlier-Oxford Vocabulary Workbook Level B or C
19-24	(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	Textbook Unit Four: Poetry p. 778-779	Sadlier-Oxford Vocabulary Workbook Level B or C *Possible PHLitOnline.com with access code??
13-18	(C) infer word meaning through the identification and analysis of analogies and other word relationships;	Textbook Unit Three: Essays p. 614-615	Sadlier-Oxford Vocabulary Workbook Level B or C *Possible PHLitOnline.com with access code??
24-30	(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i>); and	Textbook Unit Two: Short Stories p. 430-431 Textbook Unit Five: Drama p. 1034-1035	Sadlier-Oxford Vocabulary Workbook Level B or C *Possible PHLitOnline.com with access code??
Weeks 1-6	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	Textbook Unit One: Fiction & Nonfiction p. 210-211	Sadlier-Oxford Vocabulary Workbook Level B or C *Possible PHLitOnline.com with access code??
Week ____ to ____	(2) Reading/Comprehension of Literary Text/Theme and Genre.		

31-36	(A) compare and contrast differences in similar themes expressed in different time periods;	Textbook Unit Six: Themes in Literature <i>*Heroes: One & Future King; Morte d'Arthur; Connecticut Yankee in King Arthur's Court</i>	
31-36	(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and	Textbook Unit Six: Themes in Literature <i>*Prometheus and the First People</i> <i>*The Orphan Boy and the Elk Dog</i>	Classical Greek Myths
24-30	(C) relate the figurative language of a literary work to its historical and cultural setting.	Textbook Unit Five: Drama <i>*Julius Caesar—soothsayers, blood/body imagery, capital, etc.</i>	Audio verison: bought on iTunes
Weeks ___ to ___	(3) Reading/Comprehension of Literary Text/Poetry.		
19-24	A) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	Textbook Unit Four: Poetry	
19-24	B) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	Textbook Unit Four: Poetry	
Week ___ to ___	(4) Reading/Comprehension of Literary Text/Drama.		
24-30	A) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to	Textbook Unit Five: Drama <i>*Antigone</i> <i>*Julius Caesar</i>	Plot Handout
24-30	B) analyze how archetypes and motifs in drama affect the plot of plays.	Textbook Unit Five: Drama <i>*Antigone</i> <i>*Julius Caesar</i>	
Week ___ to ___	(5) Reading/Comprehension of Literary Text/Fiction.		
24-30; 7-12	(A) analyze isolated scenes and their contribution to the	Textbook Unit Five: Drama Textbook Unit Two: Short Stories	Plot Handout

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	success of the plot as a whole in a variety of works of fiction;		
7-12	(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	Textbook Unit Two: Short Stories	Pearl Character Chart
1-12	(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and	Textbook Unit One: Fiction & Nonfiction Textbook Unit Two: Short Stories	Tone_Censors
7-12	(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.	Textbook Unit Two: Short Stories *Checkov *Tolstoy *Achebe	
Week ___ to ___	(6) Reading/Comprehension of Literary Text/Literary Nonfiction.		
13-18	A) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	Textbook Unit Three: Nonfiction	
13-18	B) evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	Textbook Unit Three: Nonfiction	Handout on imagery (adapted from Pedestrian) http://www.teachertube.com/viewVideo.php?video_id=41007
Week ___ to ___	(7) Reading/Comprehension of Literary Text/Sensory Language.		
1-18	A) understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.	Textbook Units 1-3: Fiction & Nonfiction; Short Stories; Nonfiction <i>Futuristic Unit</i>	Pedestrian_Imagery
7-12	B) explain the function of	Textbook Unit Two: Short Stories	Symbol_Allegory worksheet

	symbolism, allegory, and allusions in literary works.	* <i>Masque of Red Death</i> * <i>Garden of Stubborn Cats</i>	Symbol power point (Logos)
Week ___ to ___	(8) Reading/Comprehension of Informational Text/Culture and History.		
7-30	A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Textbook Unit Five: Drama * <i>Julius Caesar</i> Textbook Unit Three: Nonfiction Textbook Unit Two: Short Stories * <i>Poe</i>	
7-12	B) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	Textbook Unit Two: Short Stories (examine key details) * <i>Tolstoy & Achebe</i>	
Week ___ to ___	(9) Reading/Comprehension of Informational Text/Expository Text.		
13-18	(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;	Textbook Unit Three: Nonfiction * <i>Petrunkevitch & Sobel</i>	Purdue Writing Lab: http://owl.english.purdue.edu/owl/resource/563/01/
13-18	(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;	Textbook Unit Three: Nonfiction	
13-18	(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	Textbook Unit Three: Nonfiction p. 578 Textbook Unit Five: Drama * <i>Julius Caesar</i>	
13-18	(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the	Textbook Unit Three: Nonfiction News Articles	

	same topic and support those findings with textual evidence.		
Week ___ to ___	(10) Reading/Comprehension of Informational Text/Persuasive Text.		
13-18	(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and	Textbook Unit Three: Nonfiction	
13-18	(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.	Textbook Unit Three: Nonfiction	
Week ___ to ___	(11) Reading/Comprehension of Informational Text/Procedural Texts.		
1-6	(A) evaluate text for the clarity of its graphics and its visual appeal;	Textbook Unit One – p. 212	Graphic Novel <i>Maus</i>
	(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	Need to find additional information on this	
Weeks ___ to ___	(12) Reading/Media Literacy.		
2-35	(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	Bi-Weekly News Articles	Internet Sources: CNN.com; BBC.com, etc.
2-35	(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background	Bi-Weekly News Articles	Internet Sources: CNN.com; BBC.com, etc.

	music);		
2-35	(C) examine how individual perception or bias in coverage of the same event influences the audience; and	Bi-Weekly News Articles	Internet Sources: CNN.com; BBC.com, etc.
2-35	(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	Bi-Weekly News Articles	Internet Sources: CNN.com; BBC.com, etc.
Week __ to __	(13) Writing/Writing Process. Students use elements of the		
	(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Textbook Units Pre-writing p. 87 p. 295 p.509 p.691 p. 861 p. 1119	
	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;	Textbook Units Pre-writing p. 87 p. 295 p.509 p.691 p. 861 p. 1119	Graphic Organizers Plot Maps Venn Diagrams Outlines
	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	Each assigned essay throughout the year	Peer Review & Editing powerpoint
	(D) edit drafts for grammar, mechanics, and spelling; and	Each assigned essay throughout the year	Peer Review powerpoint
	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Each assigned essay throughout the year	

Week (14) Writing/Literary Texts.
__ to

	(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	Textbook Unit 1: Fiction & Nonfiction	
	(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	Textbook Unit 4: Poetry	
	(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	Textbook Unit 2: Short Stories *Have students write a script from short story format	

Week 15) Writing/Expository and
__ to Procedural Texts

	(A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details; and (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	Textbook Unit 5: Drama *Julius Caesar analysis paper	Writing Assignment (Caesar Unit)
	(B) write procedural or work-related documents (e.g.,	Textbook Unit 6: Themes in Literature	

	instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; and (iii) anticipation of readers' questions;	*Technical Document	
	(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices;	Textbook Unit 4: Poetry *Response to literature Textbook Unit 5: Drama *Reflective essay	
	(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	Textbook Unit 5: Drama *Multimedia presentation about <i>Antigone & Julius Caesar</i>	
Week __ to __	(16) Writing/Persuasive Texts.		
	(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	Various writing essays	
	(B) consideration of the whole range of information and views on the topic and accurate and honest	Textbook Unit 3: Essays	

	representation of these views (i.e., in the author's own words and not out of context);		
	(C) counter-arguments based on evidence to anticipate and address objections;	Textbook Unit 3: Essays	
	(D) an organizing structure appropriate to the purpose, audience, and context;	Various essays	
	(E) an analysis of the relative value of specific data, facts, and ideas; and	Textbook Unit 2: *Technical Article Various bi-weekly news articles	
	(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).	Various essays and writing assignments	
Weeks __ to __	(17) Oral and Written Conventions/Conventions.		
	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another);	Grammar Worksheets Textbook Unit 5: Drama p. 834	
	(B) identify and use the subjunctive mood to express doubts	Grammar Worksheets	
	(C) use a variety of correctly structured sentences (e.g. compound, complex, compound-complex).	Grammar Worksheets All writing assignments	
Weeks __ to __	(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation		
	(A) use conventions of capitalization	All written assignments	

	(B) use correct punctuation marks including: (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information	All written assignments	
Weeks __ to __	(19) Oral and Written Conventions/Spelling.		
	A) spell correctly, including using various resources to determine and check correct spellings.	All written assignments	Dictionary Thesaurus Bedford Handbook
Weeks __ to __	(20) Research/Research Plan.		
	(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	Daily group work	
	(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	Textbook Unit 5: Research Report	
Weeks __ to __	(21) Research/Gathering Sources.		
	(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	Textbook Unit 5: Research Report	
	(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	Textbook Unit 5: Research Report	
	(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	Textbook Unit 5: Research Report	

<p>Weeks (22) Research/Synthesizing — to Information.</p>			
	(A) modify the major research question as necessary to refocus the research plan;	Textbook Unit 5: Research Report	
	(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and	Textbook Unit 5: Research Report	
	(C) critique the research process at each step to implement changes as the need occurs and is identified.	Textbook Unit 5: Research Report	
<p>Weeks (23) Research/Organizing and — to Presenting Ideas.</p>			
	(A) marshals evidence in support of a clear thesis statement and related claims;	Textbook Unit 5: Research Report Any other research project we do	
	(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	Textbook Unit 5: Research Report Any other research project we do	
	(C) uses graphics and illustrations to help explain concepts where appropriate;	Textbook Unit 5: Research Report Any other research project we do	
	(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	Textbook Unit 5: Research Report Any other research project we do	
19-36	(E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.	The Bedford Handbook by Diana Hacker Strunk & White	Kindles
<p>Weeks (24) Listening and — to Speaking/Listening.</p>			
1-36	(A) listen responsively to a speaker by taking notes that summarize, synthesize, or	Unit/Book introductions—taking notes on powerpoints (author bios, story information, historical background)	Various powerpoints

	highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;		
1-36	(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	Daily instructions for activities, homework, etc.	
13-18	(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.	Textbook Unit Three: Nonfiction <i>*Twain, Wiesel, Solzhenitsyn</i>	
Weeks __ to __	(25) Listening and Speaking/Speaking.		
13-18	A) advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	Textbook Unit Three: Nonfiction <i>*Present a speech (p. 616)</i>	
Week __ to __	(26) Listening and Speaking/Teamwork.		
1-36	A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	Daily/weekly group work activities	