

SUBJECT AREA – ENGLISH

COURSE TITLE: ENGLISH 2

CBEDS ASSIGNMENT 2131
CODE:

COURSE CODE: E0005

GRADE LEVEL: 10

COURSE LENGTH: One Year

PREREQUISITE: English 1

CREDIT: 10 units

UC/CSU CREDIT: Meets UC/CSU English requirements, “b”

GRADUATION
REQUIREMENT: Fulfills one year of four-year English requirement for graduation

STANDARDS AND
BENCHMARKS English/Language Arts: 1.1-1.3; 2.0-2.7; 3.0-3.9; 4.0-4.11; 5.0-5.4; 6.0-6.5; 7.0-7.11; 8.0

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**COURSE
DESCRIPTION:**

English 2 focuses on the more advanced study of fiction and non-fiction/informational reading materials, including novels, short stories, plays, essays, poetry, and informational documents. There is an emphasis on the writing process and the development of listening and speaking skills and vocabulary.

COURSE GOALS:

Upon completion of the course, the student will:

1. Master the basic foundational language arts skills and knowledge requisite for success in future more complex levels of the English/language arts curriculum.
2. Develop the ability to analytically read and critique a variety of media, and organize and communicate thoughts, ideas and opinions in written and verbal form.
3. Develop a sense of aesthetic appreciation and discrimination of literature.

**TEXTBOOK
MATERIALS:**

Vocabulary for Achievement, Course 3 or 4: Great Source; 1998

**TEACHER
RESOURCES:**

MLA Handbook

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
READING					
<u>STANDARD 1</u>					
<i>WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</i>					
1.0 THE STUDENT APPLIES KNOWLEDGE OF WORD ORIGINS TO DETERMINE THE MEANING OF NEW WORDS.	X	1.0	X	Selected Response Constructed Response (Essay)	10%
<i>Vocabulary and Concept Development</i>					
1.1 Identifies and uses the literal and figurative meanings of words and understands word derivations.	X	1.1	X		
1.2 Applies knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences.		1.2	X		
1.3 Distinguishes between the denotative and connotative meanings of words and interprets the connotative power of words.	X	1.3	X		

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<u>STANDARD 2</u>					
<i>READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)</i>					
2.0 THE STUDENT READS AND UNDERSTANDS NON-FICTION/INFORMATIONAL MATERIALS.	X	2.0	X	Selected Response Essay Personal Communication	10%
<i>Structural Features of Informational Materials</i>					
2.1 Analyzes the structure and format of functional documents, including the graphics and headers, and explains how authors use the features to achieve their purposes. <ul style="list-style-type: none"> Essays Newspapers, editorials Speeches Textbook commentary & explanatory notes Product information 	X	2.1	X		
2.2 Prepares a bibliography/works cited of reference materials (MLA format).	X	2.2	X		
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>					
2.3 Generates relevant questions about readings on issues that can be researched. <ul style="list-style-type: none"> from factual to interpretative beyond the text 	X	2.3	X		

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2.4 Synthesizes the content from several sources <u>or</u> works by a single author dealing with a single issue; paraphrases the ideas and connects them to other sources and related topics to demonstrate comprehension.	X	2.4	X		
2.5 Extends ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	X	2.5			
<i>Expository Critique</i>					
2.6 Critiques documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. <ul style="list-style-type: none"> • Order of presentation • Omission of relevant information • Patterns of organization (enumeration, sequence, cause & effect, comparison /contrast) 	X	2.6	X		
2.7 Evaluates the credibility of an author's argument. <ul style="list-style-type: none"> • Professional journals, editorials, political speeches, primary source material • Relationship between generalizations and evidence • Comprehensiveness of evidence 	X	2.7	X		

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<ul style="list-style-type: none"> Way in which the author's intent affects the structure and tone of the text Logical fallacies <ul style="list-style-type: none"> Hasty generalization Sweeping generalization Appeal to emotion Either/or fallacy 					
<u>STANDARD 3</u>					
<i>LITERARY RESPONSE AND ANALYSIS</i>					
3.0 THE STUDENT READS AND RESPONDS TO SIGNIFICANT WORKS OF LITERATURE (AT LEAST 6 MAJOR UNITS INCLUDING 4 NOVELS OR PLAYS). <ul style="list-style-type: none"> Novels Essays Short Stories Poetry Plays 	X	3.0	X	Selected Response Essay Performance assessment Personal Communication	30%
<i>Structural Features of Literature</i> 3.1 Articulates the relationship between the purposes and the characteristics of different forms of literature (e.g., comedy, tragedy, drama, dramatic monologue)	X	3.1	X		

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<p>3.2 Compares and contrasts the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <ul style="list-style-type: none"> • Emotion • Figurative elements • Language • Format/structure • Tone 		3.2	X		
<p><i>Narrative Analysis</i></p> <p>3.3 Analyzes interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explains the way those interactions affect the plot.</p>	X	3.3	X		
<p>3.4 Determines characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p>	X	3.4	X		
<p>3.5 Compares works that express a universal theme and provides evidence to support the ideas expressed in each work.</p>	X	3.5	X		

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3.6 Analyzes and traces an author's development of time and sequence, including the use of literary devices (e.g., foreshadowing, flashbacks).	X	3.6	X		
3.7 Recognizes and understands the significance of various literary devices and explains their appeal. <ul style="list-style-type: none"> Figurative language (simile, metaphor, personification) Alliteration Allegory Imagery Hyperbole Symbolism Irony Assonance 	X	3.7	X		
3.8 Interprets and evaluates the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	X	3.8	X		
3.9 Explains how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	X	3.9	X		
3.10 Identifies and describes the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	X	3.10	X		

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<i>Literary Criticism</i>					
3.11 Evaluates the aesthetic qualities of style, including diction and figurative language (Aesthetic approach).	X	3.11	X		
3.12 Analyzes the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach).	X	3.12	X		
3.13 Analyzes a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of the author (Biographical approach).	X	3.13			
WRITING					
<u>STANDARD 4</u>					
<i>WRITING STRATEGIES</i>					
4.0 THE STUDENT USES THE STRATEGIES OF THE WRITING PROCESS FOR A VARIETY OF PURPOSES.	X	4.0	X	Selected Response Essay	35%
<i>Organization and Focus</i>					
4.1 Establishes a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.	X	4.1	X		

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<p>4.2 Uses precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <ul style="list-style-type: none"> Literary present tense 	X	4.2	X		
<p>4.3 Demonstrates control of grammar, diction, sentence and paragraph structure and an understanding of English usage.</p> <ul style="list-style-type: none"> Fragments Run-ons Referent Pronouns Sentence variety (Phrases and clauses and related punctuation) Complex and compound sentence structures Parallel structure Proper modification Traditional devices Verb tense shift 	X	4.3			
<p><i>Research and Technology</i></p> <p>4.4 Uses clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p>	X	4.4	X		

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4.5 Develops the main ideas within the body of the composition through supporting evidence.	X	4.5	X		
4.6 Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, news sources, in-depth field studies, speeches, journals, technical documents).	X	4.6	X		
4.7 Integrates quotations and citations into a written text while maintaining the flow of ideas.	X	4.7			
4.8 Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook).		4.8	X		
4.9 Understands ethical issues related to plagiarism.					
<i>Evaluation and Revision</i>					
4.10 Revises writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	X	4.9	X		

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4.11 Demonstrates control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.		4.10	X		
4.12 Produces legible work that shows correct spelling, punctuation and capitalization.		4.11	X		
<u>STANDARD 5</u>					
<i>WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)</i>					
5.0 THE STUDENT USES THE STRATEGIES OF NARRATION, EXPOSITION, PERSUASION AND DESCRIPTION TO PRODUCE TEXT (AT LEAST 6 ESSAYS). <ul style="list-style-type: none"> • Full process, pre-writing, full sentence outline, or in class or timed essays • Peer review • Teacher feedback • Opportunity for revision 	X	5.0	X	Essay	35% (Stds. 4/5)

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<p>5.1 Writes biographical or autobiographical narratives or short stories:</p> <ul style="list-style-type: none"> a. Relates a sequence of events and communicates the significance of the events to the audience. b. Locates scenes and incidents in specific places. c. Describes with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; uses interior monologue to depict the characters' feelings. d. Paces the presentation of actions to accommodate changes in time and mood. e. Makes effective use of descriptions of appearance, images, shifting perspectives, and sensory details. 	X	5.1			

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<p>5.2 Writes responses to literature:</p> <ul style="list-style-type: none"> a. Demonstrates a comprehensive grasp of the significant ideas of literary works. b. Supports important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrates awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identifies and assesses the impact of perceived ambiguities, nuances, and complexities within the text. 	X	5.2			
<p>5.3 Writes expository compositions, including analytical essays and research reports:</p> <ul style="list-style-type: none"> a. Uses evidence in support of a thesis and related claims, including information on all relevant perspectives. 	X	5.3			

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<ul style="list-style-type: none"> b. Conveys information and ideas from primary and secondary sources accurately and coherently. c. Makes distinctions between the relative value and significance of specific data, facts, and ideas. d. Anticipates and addresses readers' potential misunderstandings, biases, and expectations. e. Uses technical terms and notations accurately. 					
5.4 Writes persuasive compositions:	X	5.4			
<ul style="list-style-type: none"> a. Structures ideas and arguments in a sustained and logical fashion. 					

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<p>b. Uses specific rhetorical devices to support assertions (e.g., appeals to logic through reasoning; appeals to emotion or ethical belief; relates a personal anecdote, case study, or analogy).</p> <p>c. Clarifies and defends positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</p> <p>d. Addresses readers' concerns, counterclaims, biases, and expectations.</p>					

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<u>STANDARD 6</u>					
<i>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</i>					
6.0 THE STUDENT WRITES AND SPEAKS WITH A COMMAND OF STANDARD ENGLISH CONVENTIONS.	X	6.0	X	Selected response Essay Personal Communication	5%
<i>Grammar and Mechanics of Writing</i>					
6.1 Identifies and correctly uses clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, apostrophes, hyphens, commas).	X	6.1	X		
6.2 Understands sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	X	6.2	X		
6.3 Demonstrates an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	X	6.3	X		

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<p><i>Manuscript Form</i></p> <p>6.4 Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>6.5 Reflects MLA requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><i>LISTENING AND SPEAKING</i></p> <p><u>STANDARD 7</u></p> <p>7.0 THE STUDENT LISTENS TO, RESPONDS TO, AND DELIVERS SPOKEN MESSAGES IN FORMAL AND INFORMAL SITUATIONS.</p> <p><i>Comprehension</i></p> <p>7.1 Formulates judgments about the ideas under discussion and supports those judgments with convincing evidence.</p>	X	6.4 6.5	X X		
	N/A	7.0 7.1	N/A	Performance Personal Communication Essay	10%

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7.2 Contributes constructively to class discussion; responds to and builds upon ideas of previous speakers; cites evidence for ideas.		7.2			
7.3 Takes notes that effectively organize and summarize classroom discussions and information. <ul style="list-style-type: none"> Note-taking strategy <i>Organization and Delivery of Oral Communication</i>					
7.4 Chooses logical patterns of organization.		7.3			
7.5 Chooses appropriate techniques for developing the introduction and conclusion.		7.4			
7.6 Presents and advances a clear thesis statement and chooses appropriate types of proof.		7.5			
7.7 Uses props, visual aids, graphs, and/or electronic media to enhance presentations.		7.6			
7.8 Produces concise notes for extemporaneous delivery.		7.7			
7.9 Chooses effective verbal and nonverbal techniques.		7.8			

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<p><i>Analysis and Evaluation of Oral Communications</i></p> <p>7.10 Assesses how language and delivery affect the mood and tone of the oral communication and makes an impact on the audience.</p> <p>7.11 Evaluates the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.</p> <p>7.12 Analyzes the types of arguments used by the speaker.</p> <p><u>STANDARD 8</u></p> <p><i>SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)</i></p> <p>8.0 THE STUDENT DELIVERS FORMAL AND/OR INFORMAL PRESENTATIONS AND CLASSROOM RESPONSES.</p> <p>8.1 Delivers oral presentations:</p> <p>a. Provides evidence in support of a thesis or claim.</p>		<p>7.9</p> <p>7.10</p> <p>7.11</p>			
	N/A	8.0	N/A	Performance Personal communication	10% (Std. 7/8)
		8.1			

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<ul style="list-style-type: none"> b. Conveys information and ideas accurately and coherently. c. Understands the relative value and significance of specific data, facts, and ideas. <p>8.2 Delivers oral responses to literature:</p> <ul style="list-style-type: none"> a. Demonstrates a comprehensive grasp of the significant ideas of works or passages. d. Supports important ideas and viewpoints through accurate references to the text. <p><i>TECHNOLOGY</i></p> <p><u>STANDARD 9</u></p> <p>9.0 THE STUDENT USES TECHNOLOGY TO DEMONSTRATE ENGLISH LANGUAGE ARTS SKILLS AND KNOWLEDGE.</p> <p>9.1 Uses proper citation of sources (MLA format).</p> <p>9.2 Understands different purposes for, and results from, various electronic search tools (e.g., search engines, online data bases, CD-ROM encyclopedias).</p>		8.2			
	X	9.0 9.1 9.2	N/A	Selected Response Essay Performance	Integrated throughout the course

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9.3 Understands and uses critical thinking strategies to select and evaluate the credibility of sources for information and analyze their content. <ul style="list-style-type: none"> • Determines accuracy, relevance, and comprehensiveness • Distinguishes among fact, point of view, and opinion • Identifies inaccurate and misleading information • Selects information appropriate to the problem or question at hand. 		9.3			
9.4 Understands ethical issues related to plagiarism.					

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TEACHING STRATEGIES AND PROCEDURES

Teacher

Modeling: Writing
 Questioning

Integrating genres

Varying instructional strategies within a class period

Lecture

Guided reading

Scaffolding

Media related to course content/outcomes (clips vs. whole)

Provide feedback of learning

- Oral
- Written
- Immediate

Student

Student led/centered instruction

- Peer editing
- Presentation

Brainstorming

- KWL

Note taking

Group work

Active listening

Classroom discussion

Use of technology, including word processing

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.