



## Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EDUCATIONAL SERVICES****Course Title: English 2 (#0111) and English 2 Advanced (#0112)****TABLE OF CONTENTS**

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**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/ Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RL 1 Reading Key Ideas and Details

LEARNING OUTCOME: Students will be able cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text.

<b>LEARNING OUTCOME</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>INTERVENTIONS</b>
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Students will be able to:</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text.</p>	<p>2. Instructional strategies that will be used to engage students. Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Dialectical Journal</li> <li>• Study Guide Questions</li> <li>• Graphic Organizers</li> <li>• Modeling textual analysis</li> <li>• Annotating text</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Short answers /paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it? Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

RL 1.) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text. CCR 10/15/10

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**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RL 2

**LEARNING OUTCOME:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by Specific details; provide an objective summary of the text.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• Dialectical Journal</li> <li>• Study Guide Questions</li> <li>• Graphic Organizers</li> <li>• Modeling textual analysis</li> <li>• Annotating text</li> <li>• Cornel Notes</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Theme Analysis Essays</li> <li>• Paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations</li> <li>• Cornel Notes</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

RL 2) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCR 10/15/2010

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RL 3

**LEARNING OUTCOME:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

<b>LEARNING OUTCOME</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>INTERVENTIONS</b>
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• Hot Seat / Panel Discussion</li> <li>• Mock Trial</li> <li>• Dialectical Journal</li> <li>• Study Guide Questions</li> <li>• Graphic Organizers</li> <li>• Bio Poem / Found Poem</li> <li>• Character Sketches</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Character Analysis Essays</li> <li>• Paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

RL 3) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCR 10/15/2010

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RL 4

**LEARNING OUTCOME:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **(See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). <b>(See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)</b></p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• Tone Writing Activities (model author’s tone,</li> <li>• Literature Based Vocabulary (words from current text)</li> <li>• Graphic Organizers</li> <li>• Passage Analysis / close reading</li> <li>• Connotation / Denotation Activities</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Tone / Rhetorical Analysis Essays</li> <li>• Paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> </ul>	<p>4. What will we do if students don’t learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

RL 4 ) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **(See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)**

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Department: English/ Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RL 5

**LEARNING OUTCOME:** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• Graphic Organizers / Timeline / Plot Diagram</li> <li>• Passage Analysis / close reading</li> <li>• Diction</li> <li>• Reading / Making Predictions</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Rhetorical Analysis Essays</li> <li>• Paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> </ul>	<p>4. What will we do if students don’t learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

RL. ) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCR 10/15/2010



**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RL 6

LEARNING OUTCOME: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• SOAPS Reading Strategies</li> <li>• Graphic Organizers Venn Diagram</li> <li>• Passage Analysis / close reading</li> <li>• Diction</li> <li>• Poetry Analysis</li> <li>• Cultural/Historical Research Activities</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Compare/Contrast Essays</li> <li>• Paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Reader Response Journals</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

RL 6. ) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CCR 10/15/2010

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English / Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RL 7

LEARNING OUTCOME: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• Film Clip Analysis</li> <li>• Graphic Organizers Venn Diagram</li> <li>• Poetry Analysis</li> <li>• Cultural/Historical Research Activities</li> <li>• Compare and Contrast (Literature and Visual Art)</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Compare/Contrast Essays</li> <li>• Paragraph responses</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Reader Response Journals</li> <li>• Presentation</li> <li>• Short Answer Response</li> </ul>	<p>4. What will we do if students don’t learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English / Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RL 9

**LEARNING OUTCOME:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• Primary Source Materials</li> <li>• Graphic Organizers / T Chart</li> <li>• Poetry Analysis</li> <li>• Allusion Mastery Activities</li> <li>• Compare and Contrast (Literature and Visual Art)</li> <li>• Class Discussions</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Literary Allusion Essays</li> <li>• Paragraph responses</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Reader Response Journals</li> <li>• Presentation</li> <li>• Short Answer Response</li> <li>• Group Research on Allusions</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RL 10

**LEARNING OUTCOME:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Throughout the year teachers will explore the following genres:</p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Drama</li> <li>• Short Stories and Novels</li> <li>• Core Literature -<i>See Appendix</i></li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Literary Analysis Essays</li> <li>• Paragraph responses</li> <li>• Reader Response Journals</li> <li>• Presentation</li> <li>• Short Answer Response</li> <li>• Final Unit Exams</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI1

LEARNING OUTCOME: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Study Guide Questions</li> <li>• Graphic Organizers</li> <li>• Modeling textual analysis</li> <li>• Annotating text</li> <li>• Cornell Notes</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Short answers /paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations</li> </ul>	<p>4. What will we do if students don't learn?</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCR 10/15/201

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI 2

LEARNING OUTCOME: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Explicit Instruction in identifying main ideas in informational text.</li> <li>• Study Guide Questions</li> <li>• Graphic Organizers</li> <li>• Modeling textual analysis</li> <li>• Annotating text</li> <li>• Cornell Notes</li> <li>• SOAPS notes</li> <li>• Deconstruction</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Short answers /paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations</li> <li>• Summaries</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI 3

LEARNING OUTCOME: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Explicit Instruction in identifying organizational pattern in informational text (e.g. cause and effect, problem solution, steps in a process etc.)</li> <li>• Study Guide Questions</li> <li>• Graphic Organizers</li> <li>• Modeling textual analysis</li> <li>• Annotating text</li> </ul> <p>Cornel Notes</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Short answers /paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations</li> <li>• Summaries</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English/Language Arts  
 Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI 4

**LEARNING OUTCOME:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **(See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <b>(See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)</b></p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• Tone Writing Activities (model author's tone,</li> <li>• Graphic Organizers</li> <li>• Passage Analysis / close reading</li> <li>• Connotation / Denotation Activities</li> <li>• Pre-Teaching Vocabulary</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Tone / Rhetorical Analysis Essays</li> <li>• Paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **(See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)** CCR 10/15/2011



EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI 5

LEARNING OUTCOME: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <b>a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</b></p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• Outlining Activities</li> <li>• Graphic Organizers</li> <li>• Passage Analysis / close reading</li> <li>• Explicit instruction in identifying textual features in various documents (headers, graphics, subtitles, table of contents, statistics etc.)</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations / PowerPoint’s</li> </ul>	<p>4. What will we do if students don’t learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.** CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI 6

LEARNING OUTCOME: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

<b>LEARNING OUTCOME</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>INTERVENTIONS</b>
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>2. Instructional strategies that will be used to engage students. Teachers may choose from:</p> <ul style="list-style-type: none"> <li>• SOAPS</li> <li>• Outlining Activities</li> <li>• Graphic Organizers</li> <li>• Passage Analysis / close reading</li> <li>• Explicit instruction in identifying rhetorical strategies (e.g. Logos, Ethos, Pathos).</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Paragraph responses</li> <li>• Objective tests</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations / PowerPoint’s</li> <li>• Rhetorical Analysis Essay</li> </ul>	<p>4. What will we do if students don’t learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it? Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI 7

LEARNING OUTCOME: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Compare and Contrast (Memoir, film, editorial documentary, political cartoon rap etc.)</li> <li>• Graphic Organizers</li> <li>• Multimedia / print analysis</li> <li>• Explicit instruction in identifying how a given medium determines which details get emphasized.</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Paragraph responses</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations / PowerPoint's</li> <li>• Comparative Analysis Essay</li> </ul>	<p>4. What will we do if students don’t learn?</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.  
CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI 8

**LEARNING OUTCOME:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Compare and Contrast (Memoir, film, editorial documentary, political cartoon rap etc.)</li> <li>• Graphic Organizers</li> <li>• Multimedia / print analysis</li> <li>• Explicit instruction in identifying inductive and deductive reasoning, fact vs. opinion, fallacies, circular reasoning.</li> <li>• deconstruction</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Paragraph responses</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations / PowerPoint's</li> <li>• Comparative Analysis Essay</li> <li>• Objective test</li> <li>• Smart board interactive assessment</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI 9

LEARNING OUTCOME: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• SOAPS</li> <li>• Research Historical Activities</li> <li>• Multimedia Resources to help students contextualize speeches</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Paragraph responses</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations / PowerPoint’s</li> <li>• Comparative Analysis Essay</li> <li>• Objective test</li> </ul>	<p>4. What will we do if students don’t learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: RI 10

**LEARNING OUTCOME:** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Throughout the year teachers will explore Literary Non Fiction:</p> <ul style="list-style-type: none"> <li>News Papers</li> <li>Memoirs</li> <li>Historical Documents</li> <li>Speeches</li> <li>Functional Work Place</li> <li>Instructions</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Paragraph responses</li> <li>• Class Discussion</li> <li>• Socratic Seminars</li> <li>• Presentations / PowerPoint's</li> <li>• Reader Response Journal</li> <li>• Final Unit Essay</li> <li>• Objective test</li> </ul>	<p>4. What will we do if students don't learn? Teachers may choose from the following:</p> <ul style="list-style-type: none"> <li>• Essay Revision</li> <li>• Academic Recovery</li> <li>• Intersession</li> <li>• Repetition</li> <li>• Scaffolding</li> </ul> <p>5. What will we do if students already know it?</p> <p>Challenge students to find deeper meaning, broader connections, and greater analysis</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: WS 1

**LEARNING OUTCOME:** 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Identifying/opinion/fact/claim/opinion activities</p> <p>Close reading</p> <p>Annotating</p> <p>Templates/outlines for arguments</p> <p>Class debates</p> <p>Model essays/professional and student</p> <p>Evidence assessment</p> <p>SOAPS</p> <p>Tone analysis</p> <p>Stylistic usage: diction, syntax, transitions</p> <p>Identifying appropriate conventions of conclusions</p> <p>Peer editing</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Argument essay</p> <p>Editorial</p> <p>Tone writing</p> <p>Persuasive essays</p> <p>Annotating texts /objective tests</p>	<p>4. What will we do if students don’t learn?</p> <p>Writing workshops</p> <p>Peer editing</p> <p>Draft revision</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs</p> <p>Add specific rhetorical devices</p> <p>Additional essay styles/formats</p>

<p>and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.</p>			
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**Content Area Standards (Please identify the source)**

<p>The students will demonstrate mastery of the following content standards:</p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> </li> </ol>
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EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: WS 2

**LEARNING OUTCOME:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic **or thesis statement**; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic <b>or thesis statement</b>; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Templates</p> <p>Outlines</p> <p>Graphic organizers</p> <p>Peer editing</p> <p>Schemes of arrangement /writing modes (cause/effect, steps in a process, supporting a generalization, etc.)</p> <p>General introduction to identifying and writing a thesis statement</p> <p>Introduction to research skills/evaluation of sources</p> <p>Explicit prewriting strategies (brainstorming, invention, discovery, etc.)</p> <p>Evaluating appropriate evidence</p> <p>Stylistic usage: diction, syntax, transitions</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Process Analysis Essays</p> <p>Cause Effect Essays</p> <p>Descriptive Essays</p> <p>Expository Essays</p> <p>Brochures, business letters, instructions, applications articles</p>	<p>4. What will we do if students don’t learn?</p> <p>Writing workshops</p> <p>Peer editing</p> <p>Draft revision</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs</p> <p>Add specific rhetorical devices</p> <p>Additional essay styles/formats</p>

<p>tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information</p>	<p>Identifying appropriate conventions of conclusions</p>		
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**Content Area Standards (Please identify the source)**

<p>The students will demonstrate mastery of the following content standards:</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic <b>or thesis statement</b>; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information</p>
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**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: WS 3

**LEARNING OUTCOME:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Outlines, Templates (e.g. chain of events)</p> <p>Identifying point of view</p> <p>Imagery activity that proves both student and professional models (sensory, etc)</p> <p>Show vs. Tell activities</p> <p>Identifying problems/conflicts (e.g. plot diagrams)</p> <p>Reflective conclusion</p> <p>Time sequencing that reflects correct verb tense</p> <p>Punctuation of dialogue</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Narrative essays (personal, autobiographical, observational, biographical etc.)</p> <p>Narrative paragraph (anecdote)</p> <p>Dialogue editing (objective test)</p>	<p>4. What will we do if students don't learn?</p> <p>Visual guides/plot diagrams</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs</p> <p>Add specific rhetorical devices</p> <p>Additional essay styles/formats</p>

### Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: WS 4

**LEARNING OUTCOME:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Peer edit for audience awareness (task, purpose etc.)</p> <p>Audience specific writing activities (e.g. note to parent, peers, grandparents, teachers etc.)</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Final audience specific work with rubric that emphasizes audience, purpose and tone.</p>	<p>4. What will we do if students don't learn?</p> <p>Writing workshops Peer editing Draft revision</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs Add specific rhetorical devices Additional essay styles/formats</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCR 10/15/2011

**EDUCATIONAL SERVICES**

Department: English/Language Arts  
 Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: WS 5

**LEARNING OUTCOME:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 45.)

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 45.)</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Explicit instruction in writing process</p> <p>Specific exercises for each step of writing (e.g. Peter Elbow’s freewriting, brainstorming, etc)</p> <p>Inspiration software for outlining</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Final revision or published work with proof of all steps of writing process</p>	<p>4. What will we do if students don’t learn?</p> <p>Writing workshops</p> <p>Peer editing</p> <p>Draft revision</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs</p> <p>Add specific rhetorical devices</p> <p>Additional essay styles/formats</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 45.) CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

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Course Title: English 2 (#0111) and Advanced English 2 (#0112)

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UNIT/STANDARD #: WS 6

LEARNING OUTCOME: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Inspiration software Noodle Tools Smart Board – document camera usage Word revision tools</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Draft with Revision and Editing Notes included</p> <p>Final Revision</p>	<p>4. What will we do if students don't learn?</p> <p>Writing workshops Peer editing Draft revision</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs Add specific rhetorical devices Additional essay styles/formats</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CCR 10/15/2011

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: WS 7

LEARNING OUTCOME: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Specific instruction on generating research questions, limiting topic, evaluating primary/secondary sources (e.g. I search paper)</p> <p>Synthesis multiple texts into one cohesive text ( use statics, graphs, text, professional articles etc.) example WWI Research paper – <i>All Quiet on the Western Front</i></p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Final Research Plan (e.g. The Big Six)</p>	<p>4. What will we do if students don't learn?</p> <p>Writing workshops Peer editing Draft revision</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs Add specific rhetorical devices Additional essay styles/formats</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCR 10/15/2011



EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts  
 Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: WS 8

**LEARNING OUTCOME:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation **including footnotes and endnotes.**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation <b>including footnotes and endnotes.</b></p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Noodle tools for creation of note cards, etc.</p> <p>Define plagiarizing</p> <p>Instruction in Citation</p> <p>Introduction to library databases (e.g. ebSCO, sirs Google scholar etc.)</p> <p>Practice with quote integration and introduction</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Objective test on citation and quote integration</p> <p>Objective test on evaluation of sources</p> <p>Work cited assessment</p>	<p>4. What will we do if students don't learn?</p> <p>Writing workshops</p> <p>Peer editing</p> <p>Draft revision</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs</p> <p>Add specific rhetorical devices</p> <p>Additional essay styles/formats</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation **including footnotes and endnotes.** CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: WS 9

**LEARNING OUTCOME:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>T-Charts, Venn Diagrams</p> <p>Review articles, poetry, and show connections thematic connections in shorter work to larger and more complex works (including fiction and non fiction works)</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Literary Analysis Essays with Research</p> <p>Compare and Contrast Essay (e.g. incorporate fiction and nonfiction works)</p> <p>Example the Movie Radio and Of Mice and Men</p>	<p>4. What will we do if students don't learn?</p> <p>Writing workshops</p> <p>Peer editing</p> <p>Draft revision</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs</p> <p>Add specific rhetorical devices</p> <p>Additional essay styles/formats</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: WS 10

LEARNING OUTCOME: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Writing full process essays and timed writings for in-class essay. (topics should be similar students will note difference in process)</p> <p>In class essay with advanced prep</p> <p>On demand in class essay writing</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Finished product geared to specific time frame of assignment</p>	<p>4. What will we do if students don't learn?</p> <p>Writing workshops</p> <p>Peer editing</p> <p>Draft revision</p> <p>5. What will we do if students already know it?</p> <p>Differentiate instruction to individual needs</p> <p>Add specific rhetorical devices</p> <p>Additional essay styles/formats</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: SS1

**LEARNING OUTCOME:** Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Socratic Seminar</p> <p>Explicit instruction in class discussion (verbal formulas,</p> <p>Fish bowl discussion</p> <p>Literature circles</p> <p>Teacher/Student Lead discussions</p> <p>Peer Interviews</p> <p>Provide peer assessment opportunities / norming (Example: <i>Fahrenheit 451</i>)</p> <p>Provide guidelines for positive criticism</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Collect notes</p> <p>Rubric for Socratic seminar, rubrics for literature circles</p> <p>Respond to a question on line, blog, discussion board, wiki</p>	<p>4. What will we do if students don’t learn?</p> <p>Provide small group presentations</p> <p>Provide students questions in advance to reduce anxiety</p> <p>5. What will we do if students already know it?</p> <p>Embellishing Presentation, include other sources beyond the primary source, costumes, music etc.</p>

<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>			
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**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: SS 2

LEARNING OUTCOME: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Provide opportunities for students to evaluate multiple sources and then orally evaluating each source. ( e.g. evaluate video clips, poetry, advertisements, texts and how each provides a unique perspective)</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Final project that orally evaluates each unique source</p> <p>Class discussions and student verbal responses</p>	<p>4. What will we do if students don't learn?</p> <p>Provide small group presentations Provide students questions in advance to reduce anxiety</p> <p>5. What will we do if students already know it?</p> <p>Embellishing Presentation, include other sources beyond the primary source, costumes, music etc.4. What will we do if students don't learn?</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: SS 3

LEARNING OUTCOME: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Introduce speech styles both professional and student</p> <p>Model Speech Styles</p> <p>Evaluate speeches validity (e.g. Edward R Morrow “Good Night and Good Luck – McCarthy)</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Written evaluation forms</p> <p>Rhetorical Analysis Essay</p> <p>Video Tape / Self-Analysis</p> <p>Present Speech</p>	<p>4. What will we do if students don’t learn?</p> <p>Provide small group presentations</p> <p>Provide students questions in advance to reduce anxiety</p> <p>5. What will we do if students already know it?</p> <p>Embellishing Presentation, include other sources beyond the primary source, costumes, music etc.</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: SS 4

**LEARNING OUTCOME:** Present information, findings, and supporting evidence clearly, concisely, and logically (**using appropriate eye contact, adequate volume, and clear pronunciation**) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (**e.g., argument, narrative, informative, response to literature presentations**), audience, and task.

**a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10<sup>th</sup> grade.)**

**b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically (<b>using appropriate eye contact, adequate volume, and clear pronunciation</b>) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (<b>e.g., argument, narrative, informative, response to literature presentations</b>), audience and task.</p> <p><b>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10<sup>th</sup> grade.)</b></p> <p><b>b. Plan, memorize and present a recitation (e.g., poem, selection from a</b></p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Model various types of presentations (e.g. argument, narrative, informative etc.)</p> <p>Explicit instruction in speaking and presentation such as eye contact, pacing, voice inflection, body language, articulation</p> <p>Model literary recitation (e.g. Poetry Outloud)</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Specific public speaking rubrics</p> <p>Polished presentations, speeches or recitations</p>	<p>4. What will we do if students don't learn?</p> <p>Provide small group presentations</p> <p>Provide students questions in advance to reduce anxiety</p> <p>5. What will we do if students already know it?</p> <p>Embellishing Presentation, include other sources beyond the primary source, costumes, music etc.</p>



<p>speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)</p>			
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**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Present information, findings, and supporting evidence clearly, concisely, and logically **(using appropriate eye contact, adequate volume, and clear pronunciation)** such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose **(e.g., argument, narrative, informative, response to literature presentations)**, audience, and task.

**a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9<sup>th</sup> or 10<sup>th</sup> grade.)**

**b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9<sup>th</sup> or 10<sup>th</sup> grade.)** CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts  
 Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: SS 5

LEARNING OUTCOME: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	2. Instructional strategies that will be used to engage students.  Explicit instruction in incorporating various visual multimedia (pictures, audio, video, graphics) into presentations, such as Power Points, Prezis, Photo Story, and Animoto	3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.  Final presentations	4. What will we do if students don't learn? Presentation revision, tutorials, modeling  5. What will we do if students already know it? Embellish presentations with additional higher-end graphics and features

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:  
  
 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCR 10/15/2011

**EDUCATIONAL SERVICES**

Department: English/Language Arts  
 Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: SS 6

LEARNING OUTCOME: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 45 for specific expectations.)

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 45 for specific expectations.)	2. Instructional strategies that will be used to engage students.  Audience awareness and use of diction Job interview activities Modeling Role playing Review connotation and denotation Review tone	3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.  Formal and informal presentations on same topic	4. What will we do if students don't learn? Workshops to practice and revise speeches Tape and self-evaluate Opportunities for revision  5. What will we do if students already know it? More challenging or involved topics Vary audience

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:  
  
 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 45 for specific expectations.) CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: LS 1

LEARNING OUTCOME: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.\*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Example speeches and essays</p> <p>Modeling parallel structure</p> <p>Explicit instruction in parallel structure and types of phrases and grammatical concepts</p> <p>Analysis of rhetorical applications of grammatical concepts</p> <p>Editing/ writing workshops</p> <p>Instruction in sentence combining</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Quizzes</p> <p>Objective tests</p> <p>Inclusion of grammatical concepts in essays</p> <p>Identifying grammatical concepts in various authors' writings</p>	<p>4. What will we do if students don't learn?</p> <p>Review of various examples</p> <p>Peer tutoring</p> <p>Re-teaching concepts</p> <p>Revise student writing</p> <p>5. What will we do if students already know it?</p> <p>Involve students in peer coaching/ teaching</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use parallel structure.\*
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CCR 10/15/2011

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: LS 2

**LEARNING OUTCOME:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Explicit instruction of independent and dependent clauses and appropriate punctuation</p> <p>Editing/ writing workshops</p> <p>Instruction in sentence combining</p> <p>Explicit instruction in appropriate use of colons and semi-colons</p> <p>Review of commonly misspelled words (e.g., definitely vs. defiantly)</p> <p>Review common spelling rules</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Quizzes</p> <p>Objective tests</p> <p>Inclusion of grammatical concepts in essays</p> <p>Identifying grammatical concepts in various authors' writings</p>	<p>4. What will we do if students don't learn?</p> <p>Review of various examples</p> <p>Peer tutoring</p> <p>Re-teaching concepts</p> <p>Revise student writing</p> <p>5. What will we do if students already know it?</p> <p>Involve students in peer coaching/ teaching</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly. CCR 10/15/2011

**EDUCATIONAL SERVICES**

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: LS 3

**LEARNING OUTCOME:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
 a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.	2. Instructional strategies that will be used to engage students. Explicit instruction in connotation, denotation, diction, and audience awareness Instruction in use of Noodle Tools Explicit instruction in MLA format	3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. MLA quizzes Essays in the proper format	4. What will we do if students don't learn? Editing Online tutorials (e.g., Online Writing Lab) Noodle Tools  5. What will we do if students already know it? Peer tutoring/ teaching

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
 a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.  
 CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English/Language Arts

Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: LS 4

**LEARNING OUTCOME:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) **and continue to apply knowledge of Greek and Latin roots and affixes.**
- c. Consult general and specialized reference materials (e.g., *college-level* dictionaries, *rhyming dictionaries, bilingual dictionaries*, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) <b>and continue to apply knowledge of Greek and Latin roots and affixes.</b></p> <p>c. Consult general and specialized reference materials (e.g., <i>college-level</i> dictionaries, <i>rhyming dictionaries, bilingual dictionaries</i>, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Explicit instruction in determining context clues</p> <p>Predicting meaning of words using context clues</p> <p>Review and discuss vocabulary, including Greek and Latin roots and affixes</p> <p>Vocabulary activities including definition mapping, vocabulary word squares, and flashcards</p> <p>Silent Sustained Reading</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Quizzes (objective tests)</p> <p>Crosswords</p> <p>Lingo Bingo</p> <p>Using vocabulary words in writing assignments</p>	<p>4. What will we do if students don’t learn?</p> <p>Repetition</p> <p>Online tutorials (e.g., iPhone apps)</p> <p>5. What will we do if students already know it?</p> <p>Additional words</p> <p>Using vocabulary in writing assignments</p>

<p>speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			
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**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) **and continue to apply knowledge of Greek and Latin roots and affixes.**

c. Consult general and specialized reference materials (e.g., *college-level* dictionaries, *rhyming dictionaries, bilingual dictionaries*, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). CCR 10/15/2011



**EDUCATIONAL SERVICES**

Department: English/Language Arts  
 Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: LS 5

LEARNING OUTCOME: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	2. Instructional strategies that will be used to engage students Explicit and contextual instruction in figures of speech Analyze poetry, creative writing, and fiction by addressing various figures of speech Dialectical journals	3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples. Incorporate figurative language into student writing (e.g., in poetry and creative writing) Objective exam: locating and labeling examples of figurative language in a text	4. What will we do if students don't learn? Repetition Re-teaching Peer tutoring 5. What will we do if students already know it? Incorporate figurative language into student writing

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
 a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  
 b. Analyze nuances in the meaning of words with similar denotations. CCR 10/15/2011

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: English/Language Arts  
 Course Title: English 2 (#0111) and Advanced English 2 (#0112)

UNIT/STANDARD #: LS 6

LEARNING OUTCOME: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Dialectical journals</p> <p>Silent Sustained Reading</p> <p>Explicit instruction in academic vocabulary (e.g., compare and contrast, analyze, identify, persuade, argue, synthesize, etc.)</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Analysis of literary and informational texts</p> <p>Essays</p> <p>Objective tests on literature</p>	<p>4. What will we do if students don't learn?</p> <p>Re-teaching</p> <p>Repetition</p> <p>Revision</p> <p>5. What will we do if students already know it?</p> <p>Offer more challenging texts</p> <p>Peer teaching/ coaching</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCR 10/15/2011