

## College Preparatory English 2

### **Standard #1 Reading**

Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.

### **Standard #2 Writing**

Each student will have demonstrated writing proficiency necessary for effective communication.

### **Standard #3 Oral**

**Communication**  
Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.

### Description

College Preparatory English 2 is offered as a one-semester course. It focuses on European literature as well as writing skills. This class is designed for advanced college bound students. Students are required to complete a major research assignment.

Grade level expectations for each standard indicate what students should know or be able to do as a result of learning that has occurred at this grade and in this subject.

### Time Allocation

One ninety-minute class period daily, for one smear

### Texts/References

*Glencoe: British Literature*  
*MLA Handbook*  
*Steps to Writing Well*  
*Wariner's English Grammar & Composition*  
*Vocabulary for the College Bound Student*  
*Word with a Word*  
*Advanced Word*

### Literature/Reading Materials

*Glencoe: British Literature*  
*Frankenstein*

Students choose two outside readings from British or European literature. These readings may be taken from fiction, non-fiction, or primary sources.

### Assessments

ACT (juniors)  
Teacher constructed tests and rubrics  
Writing assessments  
Oral assessments  
Literature analysis essays  
Senior research paper

### Grades and Achievement Levels

Grades are based on assessments, learning activities, and midterm and final exams. Juniors receive ACT scores.

## Essential Learning College Preparatory English 2

### Standard #1 Reading

Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.

**Materials:** Read a variety of fiction, non-fiction, poetry from British/European Literature.

**Comprehensions:** Use skills to identify main components and literary language of reading selections.

**Vocabulary:** Determine meanings of appropriate level words.

**Fluency:** Reads at various speeds for a variety of purposes.

**Critical thinking skills:** Create connections between readings and students' world.

### Standard #2 Writing

Each student will have demonstrated writing proficiency necessary for effective communication.

Write for a variety of purposes and audiences employing proper conventions and using 6 trait writing model.

Write to persuade, analyze character and poetry, research extensively and satirize.

Understand and use MLA documentation.

Revise and peer edit writing.

### Standard #3 Oral Communication

Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.

Listen in order to evaluate the reliability, accuracy, relevance and underlying concepts of a spoken piece (i.e. comprehend spoken word).

Present a work acceptable in delivery, and content, organization and critical analysis.

Present an oral analysis or summary.

Defend an opinion or position.

Summarize or paraphrase material.

## Expectations College Preparatory English 2

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#### Reading Expectations

A. Used a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels

1. Varied reading speed and method (survey, skim, review, question, and master) according to the type of material and purpose

2. Recognized and separated main ideas from important details in a passage

3. Located and interpreted details throughout a passage

B. Read, responded to, and discussed a variety of novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches

C. Used literature terminology accurately (e.g. theme, mood, diction, idiom, perspective, style, and point of view)

D. Applied knowledge of literary techniques (e.g. foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback) to understand text

E. Identified recurrent themes in United States literature

F. Developed and supported a thesis about the craft and significance of particular works of literature, both classic and contemporary, from a variety of ethnic writers

G. Recognized the literary quality of an author's work by identifying elements such as point of view, purpose, historical and cultural context, selection of details and theme development, and the author's reflections of events and ideas of his/her lifetime

### College Preparatory English 2

#### Writing Expectations

A. Used fictional, dramatic, and poetic techniques in writing

B. Conveyed technical information in a written form appropriate to the audience

C. Supported an opinion using various forms of persuasion (factual or emotional) in writing

D. Incorporated material from a wider range of sources (e.g. newspapers, magazines, interviews, technical publications, books) in writing

E. Wrote in various specialized fields such as career and academic interest areas

F. Experimented with stylistic elements such as voice, tone, and style

G. Used pronoun reference correctly in writing

H. Used phrases and clauses for purposes of modification and parallel structure in writing

I. Used internal capitalization and punctuation of secondary quotations in writing

J. Used manuscript forms specified in various style manuals for writing (e.g. indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing)

### College Preparatory English 2

#### Oral Communication Expectations

A. Presented orally using the format, voice and style appropriate for the audience

B. Presented orally incorporating material from a wide range of appropriate sources

C. Used vivid and precise words, imagery, and figurative language as appropriate for the audience and purpose

D. Supported an opinion using various forms of persuasion in speaking

E. Used pronoun references correctly in speaking

F. Used phrases and clauses for purposes of modification and parallel structure in speaking

G. Became a self-evaluator of own speaking skills

H. Used listening and speaking skills to solve problems

**Expectations College Prep English 2 Continued**

**College Preparatory English 2  
Reading Expectations**

H. Used critical thinking skills to evaluate, infer, analyze, compare and contrast, draw conclusions, solve problems, sequence events, and identify comparative relationships and cause-effect relationships between ideas and people while reading a variety of material

I. Used organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information

J. Used organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available

K. Used strategies to gain information from journals, research studies, and technical documents

L. Used available technology to access information, conduct research, and produce a carefully documented product

**College Preparatory English 2  
Writing Expectations**

K. Refined spelling and grammatical skills and became a self-evaluator of own writing

L. Used writing to solve problems and answer questions