

## Putnam City English II 2010-2011 PASS Curriculum Map/Pacing Guide

**Textbooks/Resources:** Literature Book—*McDougal Literature*; Writing/Grammar/Usage Book—*Language Network*

**Benchmark Test Dates:** Quarter 1--1<sup>st</sup> Bmrk Window is Sept. 7-17; Quarter 2--2<sup>nd</sup> Bmrk Window is Nov. 15-Dec. 1; Quarter 3--3<sup>rd</sup> Bmrk Window is Mar. 7-30 (See # of questions for each skill included on 1<sup>st</sup>-3<sup>rd</sup> quarter benchmarks.) **EOI indicates skills covered on the state English II EOI. State EOI Test Dates:** Writing EOI is April 19 or April 20; Multiple Choice EOI Window is April 18-May 13.

English II PASS Reading/Literature	Q1	Q2	Q3	Q4	Activities/Resources
<b>PASS R/L Vocabulary 1.1</b> Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible) and Anglo-Saxon (e.g. un/friend/ly) roots, prefixes, and suffixes to determine word meanings.		1 ques.		EOI	
<b>* PASS R/L Vocabulary 1.2</b> Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.					
<b>PASS R/L Vocabulary 1.3</b> Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	1 ques.	1 ques.		EOI	
<b>PASS R/L Vocabulary 1.4</b> Discriminate between connotative and denotative meanings and interpret the connotative power of words.	2 ques.	1 ques.		EOI	
<b>PASS R/L Vocabulary 1.5.</b> - Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	3 ques.	1 ques.		EOI	
<b>PASS R/L Comprehension 2.1.a. Literal Understanding</b> - Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.	1 ques.			EOI	
<b>PASS R/L Comprehension 2.1.b. Literal Understanding</b> - Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).		2 ques.		EOI	
<b>PASS R/L Comprehension 2.1.c. Literal Understanding</b> - Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).	1 ques.			EOI	

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<b>PASS R/L Comprehension 2.1.d. Literal Understanding -</b> Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).	2 ques.	1 ques.		EOI	
<b>PASS R/L Comprehension 2.2.a. Inference and Interpretation-</b> Use elements of the text to defend responses and interpretations.	6 ques.	3 ques.		EOI	
<b>PASS R/L Comprehension 2.2.b. Inferences and Interpretation</b> - Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	1 ques.	5 ques.		EOI	
<b>* PASS R/L Comprehension 2.2.c. Inferences and Interpretation</b> - Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).					
<b>PASS R/L Comprehension 2.3.a. Summary and Generalization -</b> Determine the main idea, locate and interpret minor subtly stated details in complex passages.	7 ques.	2 ques.		EOI	
<b>PASS R/L Comprehension 2.3.b. Summary and Generalization -</b> Use text features and elements to support inferences and generalizations about information.		1 ques.		EOI	
<b>PASS R/L Comprehension 2.3.c. Summary and Generalization -</b> Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.		1 ques.		EOI	
<b>PASS R/L Comprehension 2.4.a. Analysis and Evaluation -</b> Discriminate between fact and opinion and fiction and nonfiction.	2 ques.			EOI	
<b>PASS R/L Comprehension 2.4.b. Analysis and Evaluation -</b> Evaluate deceptive and/or faulty arguments in persuasive texts.				EOI	
<b>PASS R/L Comprehension 2.4.c. Analysis and Evaluation -</b> Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.		2 ques.		EOI	

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<b>PASS R/L Comprehension 2.4.d. Analysis and Evaluation</b> - Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.	2 ques.	3 ques.		EOI	
<b>PASS R/L Literature 3.1.a. Literary Genres</b> - Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.	5 ques.	1 ques.		EOI	
<b>PASS R/L Literature 3.1.b. Literary Genres</b> - Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.	1 ques.			EOI	
<b>PASS R/L Literature 3.2.a. Literary Elements</b> - Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood, point of view, and how they are addressed and resolved.	6 ques.	4 ques.		EOI	
<b>PASS R/L Literature 3.2.b. Literary Elements</b> - Explain how an author's viewpoint or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.	2 ques.	2 ques.		EOI	
<b>PASS R/L Literature 3.2.c. Literary Elements</b> - Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.		1 ques.		EOI	
<b>PASS R/L Literature 3.2.d. Literary Elements</b> - Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory, and symbolism, and explain their appeal.		1 ques.		EOI	
<b>PASS R/L Literature 3.2.e. Literary Elements</b> - Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.		1 ques.		EOI	
<b>PASS R/L Literature 3.3.a. Figurative Language and Sound Devices</b> - Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.	5 ques.	4 ques.		EOI	

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<b>PASS R/L Literature 3.3.b. Figurative Language and Sound Devices</b> - Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.	2 ques.			EOI	
<b>PASS R/L Literature 3.3.c. Figurative Language and Sound Devices</b> - Analyze the melodies of literary language, including its use of evocative words, rhythms, and rhymes.					
<b>PASS R/L Literature 3.4.a. Literary Works</b> - Analyze and evaluate works of literature and the historical context in which they were written.	1 ques.	1 ques.		EOI	
<b>PASS R/L Literature 3.4.b. Literary Works</b> - Analyze and evaluate literature from various cultures to broaden cultural awareness.				EOI	
<b>PASS R/L Literature 3.4.c. Literary Works</b> - Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.		1 ques.		EOI	
<b>PASS R/L Research and Information 4.1.a. Accessing Information</b> - Access information from a variety of primary and secondary sources.	1 ques.			EOI	
<b>PASS R/L Research and Information 4.1.b. Accessing Information</b> - Skim text for an overall impression and scan text for particular information.					
<b>PASS R/L Research and Information 4.1.c. Accessing Information</b> - Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).		1 ques.		EOI	
<b>PASS R/L Research and Information 4.2.a. Interpreting Information</b> - Summarize, paraphrase, and/or quote relevant information.		2 ques.		EOI	
<b>PASS R/L Research and Information 4.2.b. Interpreting Information</b> - Determine the author's viewpoint to evaluate source credibility and reliability.		1 ques.		EOI	
<b>PASS R/L Research and Information 4.2.c. Interpreting Information</b> -Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.				EOI	

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<b>PASS R/L Research and Information 4.2.d. Interpreting Information</b> - Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.				EOI	
<b>English II PASS Grammar/Usage/Mechanics</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	
<b>PASS GUM 3.0 Standard English Usage</b> - The student will demonstrate correct use of Standard English in speaking and writing.				EOI	
<b>PASS GUM 3.1.a. Standard English Usage</b> - Distinguish commonly confused words (e.g., there, their and, they're; two, too, to; accept, except; affect, effect). (EOI, PSAT)	1 ques.	1 ques.		EOI	
<b>PASS GUM 3.1.b. Standard English Usage</b> - Use nominative, objective, possessive nouns.					
<b>PASS GUM 3.1.c. Standard English Usage</b> - Use abstract, concrete, and collective nouns.					
<b>PASS GUM 3.1.d. (old 3.1b) Standard English Usage</b> - Use correct verb forms and tenses. (EOI, PSAT, SAT, ACT)	1 ques.	2 ques.		EOI	
<b>PASS GUM 3.1.e.(old 3.1c) Standard English Usage</b> - Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses. (EOI, PSAT, SAT, ACT)	1 ques.	1 ques.		EOI	
<b>PASS GUM 3.1.f.</b> - Distinguish transitive, intransitive, and linking verbs.					
<b>PASS GUM 3.1.g. Standard English Usage</b> - Distinguish active and passive voice. (EOI,ACT)				EOI	
<b>PASS GUM 3.1.h. (old 3.1.e) Standard English Usage</b> - Use correct pronoun/antecedent agreement and clear pronoun reference. (EOI, PSAT, SAT, ACT)	1 ques.	3 ques.		EOI	
<b>PASS GUM 3.1.i. (old 3.1.f) Standard English Usage</b> - Use correct forms of positive, comparative, and superlative adjectives and adverbs.	1 ques.			EOI	

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PASS GUM 3.1.j. <b>Standard English Usage</b> - Use correct form of conjunction (coordinating, correlating, or subordinating).					
PASS GUM 3.1.k. <b>Standard English Usage</b> - Use appositives and verbals in compositions.					
PASS GUM 3.2.a. <b>Mechanics and Spelling</b> - Apply capitalization rules appropriately including the following:				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.</b> Capitalize historical events and periods, special events, and calendar items.</li> </ul>		2 ques.		EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.</b> Capitalize names of ships; monuments; awards; planets; and names of any other particular places, things, and events.</li> </ul>	1 ques.	1 ques.		EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a.</b> Capitalize a word showing family relationship when the word is used before or in place of person's name.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a</b> Capitalize first/last words and all important words in titles of books, newspapers, magazines, poems, short stories, historical documents, movies, television programs, works of art and music.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a</b> Do not capitalize school subjects except names of languages and course names followed by a number.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a</b> Do not capitalize directions.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.a</b> Do not capitalize the seasons.</li> </ul>				EOI	
PASS GUM 3.2.b. (was 3.2c) <b>Mechanics and Spelling</b> - Demonstrate correct use of punctuation and recognize its effect on sentence structure including the following examples, etc.:				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. Mechanics and Spelling</b> - Use commas to set off nonrestrictive elements. (PSAT, SAT)</li> </ul>	1 ques.	1 ques.		EOI	

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<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. Mechanics and Spelling</b> - Use a comma after an introductory adverb clause (PSAT, SAT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. Mechanics and Spelling</b> - Use a comma to set off parenthetical expressions. (PSAT, SAT, ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. Mechanics and Spelling</b> - Do not use unnecessary commas.(PSAT, SAT, ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. Mechanics and Spelling</b> - Italicize titles of books, plays, periodicals, films, television programs, works of art, long musical compositions; names of trains, ships, aircraft, and spacecraft. (Underlining is italics when you are writing by hand.)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.Mechanics and Spelling</b> - Place commas and periods inside closing quotation marks.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. Mechanics and Spelling</b> - Use quotation marks to enclose titles of short works, such as short stories, poems, essays, articles, songs, episodes of television series, and chapters and other parts of books.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. (old 3.2.c) Mechanics and Spelling</b> - Use an apostrophe and -s for the possessive form of a singular noun; use an apostrophe alone to form the possessive of a plural noun ending in -s.(EOI, PSAT, SAT)</li> </ul>		1 ques.		EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.Mechanics and Spelling</b> - Use 's to form the possessive of a plural noun not ending in s. (ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b Mechanics and Spelling</b> - Use colons correctly. Use a colon before a list of items to mean <i>note what follows</i> (not following a verb or preposition)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.Mechanics and Spelling</b> - Use a semicolon between independent clauses joined by conjunctive adverbs or transitional expressions followed by a comma (however, therefore, nevertheless, moreover, furthermore, etc.) (PSAT, SAT, ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b Mechanics and Spelling</b> - Use ellipsis correctly.</li> </ul>				EOI	

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<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. Mechanics and Spelling</b> - Use a hyphen to divide a compound adjective that precedes a noun. (ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. Mechanics and Spelling</b> - Use dashes correctly.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b. Mechanics and Spelling</b> - Use parentheses and brackets correctly</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.c. Mechanics and Spelling</b> - Demonstrate correct use of punctuation in research writing including the following: formal outline, parenthetical documentation, and works cited/bibliography.</li> </ul>					
<ul style="list-style-type: none"> <li>▪ <b>PASS GUM 3.2.d (old 3.2.b) Mechanics and Spelling</b> - Use correct plural and possessive forms of nouns. (EOI, PSAT, SAT, ACT)</li> </ul>	1 ques.			EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.e.(i) (was 3.2d) Mechanics and Spelling</b> - Distinguish correct spelling of commonly misspelled words and homonyms. (EOI, ACT)</li> </ul>	1 ques.	2 ques.		EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.e (ii) Mechanics and Spelling</b> - Spell consonant changes correctly.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.e (iii) Mechanics and Spelling</b> - Spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)</li> </ul>				EOI	
<p><b>PASS GUM 3.3.a. Sentence Structure</b> -Use parallel structure in writing (direct objects, predicate nominatives, gerund phrases, participial phrases, infinitive phrases, prepositional phrases, etc.). Identify and correct faulty parallel structure in own and others' writing. (EOI, PSAT, SAT, ACT)</p>		2 ques.		EOI	
<p><b>PASS GUM 3.3.b. Sentence Structure</b> - Correct dangling and misplaced modifiers. (EOI, PSAT, SAT, ACT)</p>		2 ques.		EOI	
<p><b>PASS GUM 3.3.c. Sentence Structure</b> - Correct run-on sentences. (EOI, PSAT, SAT, ACT)</p>	2 ques.	2 ques.		EOI	

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PASS GUM 3.3.d. <b>Sentence Structure</b> - Correct fragments. (EOI, PSAT, SAT, ACT)	1 ques.	2 ques.		EOI	
PASS GUM 3.3.e. <b>Sentence Structure</b> - Correct comma splices.				EOI	
PASS GUM 3.3.f. <b>Sentence Structure</b> - Use independent/dependent and restrictive (essential) / nonrestrictive (nonessential) clauses to designate the importance of information.				W-EOI	
PASS GUM 3.3.g. <b>Sentence Structure</b> - Use a variety of sentence structure and lengths to create a specific effect.				W-EOI	
<b>English II PASS Writing/Grammar/Usage/Mechanics</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	
PASS Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.				EOI	
PASS W 1.1 <b>Writing Process</b> - Use a writing process to develop and refine composition skills. Students are expected to <ul style="list-style-type: none"> <li>a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information;</li> <li>b. analyze audience and purpose:             <ul style="list-style-type: none"> <li>i. consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion;</li> <li>ii. analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task;</li> </ul> </li> </ul>				EOI	

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<ul style="list-style-type: none"> <li>c. analyze appropriate mode/genre;</li> <li>d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text;</li> <li>e. revise for appropriateness of organization, content, and style;</li> <li>f. edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling;</li> <li>g. refine selected pieces to publish for general and specific audiences.</li> </ul>					
<p><b>PASS W 1.2 Writing Process</b> – Use elaboration to develop an idea:</p> <ul style="list-style-type: none"> <li>a. draft a text with a clear controlling idea or thesis;</li> <li>b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division;</li> <li>c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue;</li> <li>d. apply a consistent and appropriate point of view;</li> <li>e. understand and apply formal and informal diction</li> </ul>				EOI	
<p><b>PASS W 1.3 Writing Process</b> – Demonstrate organization, unity, and coherence by using transitions and sequencing:</p> <ul style="list-style-type: none"> <li>a. read the draft from the intended audience's point of view to evaluate clarity of purpose;</li> <li>b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece;</li> <li>c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing and the progression of ideas is clear, focused, smooth, and coherent;</li> <li>d. evaluate whether ideas are adequately developed; move,</li> </ul>				EOI	

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<p>add delete, or replace text for clarity, audience, and purpose;</p> <p>e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate;</p> <p>f. evaluate whether sentence structures are varied in type, length, and complexity.</p>					
<p><b>PASS W 1.4 Writing Process</b> – Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning:</p> <p>a. apply Standard English usage, spelling and mechanics to text;</p> <p>b. correct errors in grammatical conventions;</p> <p>c. employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations;</p> <p>d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy);</p> <p>e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.</p>				EOI	
<p><b>PASS W 1.5 Writing Process</b> – Use a variety of sentence structures, types and lengths to contribute to fluency and interest.</p>				EOI	
<p><b>PASS W 1.6 Writing Process</b> – Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing).</p>				EOI	
<p><b>PASS W 2.0 Modes and Forms of Writing.</b> The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes. At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 750-1,000 words. Compose business</p>				EOI	

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<p>letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specific audience. Final drafts are formatted appropriate for the mode/genre.</p>					
<p><b>PASS W 2.1 Modes and Forms of Writing.</b> Compose expository compositions, including analytical essays and research reports that do the following:</p> <ul style="list-style-type: none"> <li>a. integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives;</li> <li>b. communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently;</li> <li>c. integrate a variety of suitable, credible reference sources, such as print, pictorial, audio, and reliable Internet sources;</li> <li>d. integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs;</li> <li>e. identify address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly;</li> <li>f. use technical terms and notations accurately.</li> </ul>				EOI	
<p><b>PASS W 2.3 Modes and Forms of Writing -</b> Compose persuasive/argumentative compositions that include the following:</p> <ul style="list-style-type: none"> <li>a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion;</li> <li>b. use exposition, narration, description, and argumentation to support the main argument;</li> <li>c. use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to</li> </ul>				EOI	

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<p>emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy;</p> <p>d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning;</p> <p>e. effectively address reader's concerns, counterclaims, biases, and expectations.</p>					
<p><b>PASS W 2.4 Modes and Forms of Writing</b> - Create documents related to career development that include the following:</p> <p>a. follow conventional format for e-mail, formal letter, or memorandum;</p> <p>b. provide clear and purposeful information and address the intended audience appropriately;</p> <p>c. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.</p>					
<p><b>PASS W 2.5 Modes and Forms of Writing</b> - Compose reflective papers that may address one of the following purposes:</p> <p>a. express the individual's insight into conditions or situations detailing the author's role in the outcome of the event as well as an outside viewpoint;</p> <p>b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas;</p> <p>c. complete a self-evaluation on a class performance.</p>				EOI	
<p><b>PASS W 2.6. Modes and Forms of Writing</b> - Use appropriate timed-writing and essay test-taking strategies that</p> <p>a. budget time for prewriting, drafting, revising, and editing;</p> <p>b. prioritize the question/prompt;</p> <p>c. identify the common directives from the prompt (identify command verbs: <i>explain, compare, evaluate, define, and develop, etc.</i>)</p>				EOI	

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<p>d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone;</p> <p>e. apply appropriate organizational methods to thoroughly address the prompt;</p> <p>f. prepare for EOI including these five modes: reflective, persuasive, descriptive, expository, and narrative;</p> <p>g. evaluate timed-writing using Oklahoma's English II EOI writing test rubric for 5 writing traits :</p> <ul style="list-style-type: none"> <li>▪ 1. ideas and development</li> <li>▪ 2. organization, unity, and coherence</li> <li>▪ 3. word choice</li> <li>▪ 4. sentences and paragraphs</li> <li>▪ 5. grammar, usage, and mechanics</li> </ul>					
<p><b>PASS W 2.7 Modes and Forms of Writing</b> - Compose responses to literature that:</p> <p>a. integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint;</p> <p>b. evaluate the impact of genre, historical, and cultural context on the work;</p> <p>c. evaluate the impact of literary elements/devices and complexities within the work;</p> <p>d. extend writing by changing mood, plot, characterization, or voice</p>				EOI	
<p><b>PASS W 2.8 Modes and Forms of Writing</b> - Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that:</p> <p>a. incorporate relevant integrated quotations, summary, and paraphrase with commentary;</p> <p>b. include internal citations;</p> <p>c. contain a works cited/bibliography.</p>					

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<p><b>PASS Oral Language/Listening and Speaking:</b> The student will demonstrate thinking skills in listening and speaking. Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.</p>					
<p><b>PASS Listening 1.0 - The student will listen for information and for pleasure.</b></p> <p>1.1 Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's messages.</p> <p>1.2 Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.</p> <p>1.3 Evaluate informative and persuasive presentations of peers, public figures, and media presentations.</p> <p>1.4 Use feedback to evaluate own effectiveness and set goals for future presentations.</p>					
<p><b>PASS Speaking 2.0 - The student will express ideas and opinions in group or individual situations.</b></p> <p>1.1 Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.</p> <p>1.2 Prepare, organize, and present a variety of informative and persuasive messages effectively.</p> <p>1.3 Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.</p>					

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<p><b>PASS Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b></p> <p><b>PASS 1.0 Interpret Meaning- The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.</b></p> <p>1.1 Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).</p> <p>1.2 Investigate how symbols, images, sound, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).</p>					
<p><b>PASS 2.0 Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.</b></p> <p>2.1 Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.</p> <p>2.2 Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).</p>					
<p><b>PASS 3.0 Compose Visual Messages - The student will create a visual message that effectively communicates an idea.</b></p> <p>3.1 Investigate and present the sources of a media presentation or production such as who made it and why it was made.</p> <p>3.2 Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.</p>					