



## Golden Eagle Charter School

### English II Learning Targets (2 pages)

<b>Reading: Word Analysis, Fluency and Vocabulary Development</b>
1. Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words. (e.g. “disabled” vs. “Challenged”)
2. Identify and use the literal and figurative meanings of words and understand word derivations. (e.g. “Narcissistic” from the Myth of Narcissus and Echo)
<b>Literary Response and Analysis</b>
3. Extend Ideas from primary or secondary sources through original analysis, elaboration, and evaluation.
4. Evaluate the effectiveness of functional documents ( manuals, contracts, warranties) in reference to format, graphics, content, sequencing, and possible reader misunderstandings.
5. Understand the elements of plot: setting, character development, conflict, rising action, climax, resolution.
6. Identify and supply missing information in a document.
7. Identify the theme of a written work and support your opinion using the terminology of literary criticism.
8. Interpret the meaning of a poem using the terminology of literary criticism.
9. Identify author’s purpose in writing - to explain, discuss, persuade, or entertain.
10. Define the characteristics of various types of literature, i.e. comedy, tragedy, comic relief, poetry, prose, dialogue, monologue. Explain how the genre used shapes the perception of the audience.
11. Analyze the interactions between main and subordinate characters (motivation, conflict) and the way those interactions affect the plot.
12. Identify and describe the function of soliloquies, asides, character foils, scene design, diction, figurative language, tone, irony, foreshadowing, flashbacks, imagery, allegory, symbolism and writing style in works of drama or literature.
13. Compare the same work as expressed through two different genres, i.e. <i>The Tragedy of Julius Caesar</i> , the written Play, and a film version of <i>The Tragedy of Julius Caesar</i> .
14. Evaluate the credibility of an author’s argument by examining the validity of the evidence and the way the author’s intent or bias affects structure and tone.
<b>Research and Writing</b>
15. Generate and answer relevant questions that can be researched through workplace and government documents, personal interview, internet, and library.
16. Interview a source for a report using appropriate interview techniques: knowledge of the subject matter, relevant questions, respectful, mature attitude, and careful notation of responses.
17. Write a report that synthesizes content from several sources in a coherent and logical fashion to support a thesis.

18. Integrate quotations into the text while maintaining the flow of ideas.
19. Use appropriate conventions for documentation of outside sources in the text, works cited list, and bibliography.
20. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation, grammar and capitalization, and consideration of audience.
21. Design and publish documents using publishing software and graphics programs
22. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone, considering the audience, purpose and formality of the context.
23. Demonstrate an understanding of proper English usage, e.g. main/ subordinate clauses, parallel sentence structure, verb tense, commas, semi-colons, hyphenated words, subject-verb agreement, etc....
24. Understand and use sensory details, appropriate modifiers & active rather than passive voice
25. Demonstrate a comprehensive grasp of the significant ideas and literary techniques in a literary work from an approved reading list.
26. Write an analysis of a literary work, supporting a thesis through references to the text and/or other relevant sources.
27. Revise written works replacing slang, and vague language with precise and specific word choices.
28. Use appropriate manuscript form: title page, pagination, spacing, integration and citation of source material.
<b>Oral Presentation</b>
29. Design an oral presentation using logical arguments, non-verbal cues, propaganda techniques, and rhetorical devices.
30. Use props, visual aids, graphs, and/or electronic media to enhance the effectiveness of an oral presentation.

\* GECS English II Targets, Page #2