

Standard ID	Standard Text	Edgenuity Lesson Name
TX.110.32. (EII.1)	English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
EII.1 (A)	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.	English as a Multicultural Language
EII.1 (B)	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.	English as a Multicultural Language Determine Meaning: Words and Phrases
EII.1 (C)	Infer word meaning through the identification and analysis of analogies and other word relationships.	English as a Multicultural Language Determine Meaning: Words and Phrases Expanding Vocabulary: Word Parts and Reference Resources
EII.1 (D)	Show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d' état</i>).	Expanding Vocabulary: Word Parts and Reference Resources
EII.1 (E)	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	English as a Multicultural Language Expanding Vocabulary: Word Parts and Reference Resources
(EII.2)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
EII.2 (A)	Compare and contrast differences in similar themes expressed in different time periods.	Comparing Archetypes in Literature
EII.2 (B)	Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.	Comparing Archetypes in Literature <i>The Tragedy of Julius Caesar</i> , Part 1: Applying Reading Strategies
EII.2 (C)	Relate the figurative language of a literary work to its historical and cultural setting.	<i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 3: Central Idea Development <i>Animal Farm</i> , Part 4: Conflict

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EII.2 (C)	Relate the figurative language of a literary work to its historical and cultural setting. (Cont'd)	<i>Animal Farm</i> , Part 6: Author's Purpose <i>Animal Farm</i> , Part 7: Rhetoric <i>Animal Farm</i> , Part 8: Satire and Irony Edgar Allan Poe's "Annabel Lee" Comparing Poetry and Art Analyzing Different Interpretations of a Sonnet Meta Poetry: Poetry about Poetry <i>The Tragedy of Julius Caesar</i> , Part 1: Applying Reading Strategies
(EII.3)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	Edgar Allan Poe's "Annabel Lee" Comparing Poetry and Art Analyzing Different Interpretations of a Sonnet Meta Poetry: Poetry about Poetry
(EII.4)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.	<i>The Tragedy of Julius Caesar</i> , Part 1: Applying Reading Strategies <i>The Tragedy of Julius Caesar</i> , Part 2: Causal Relationships <i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues <i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas <i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif <i>The Tragedy of Julius Caesar</i> , Part 7: Thematic Development

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(EII.5)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
EII.5 (A)	Analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction.	<i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 5: Motivation and Values <i>Animal Farm</i> , Part 6: Author's Purpose
EII.5 (B)	Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures.	<i>Animal Farm</i> , Part 5: Motivation and Values <i>Animal Farm</i> , Part 6: Author's Purpose <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues <i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas <i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif <i>The Tragedy of Julius Caesar</i> , Part 7: Thematic Development
EII.5 (C)	Evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction.	Comparing Ideas across Genres
EII.5 (D)	Demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.	Analyzing Word Choice and Author's Purpose in Short Stories Analyzing Character, Theme, and Plot in Short Stories Comparing Ideas across Genres
(EII.6)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	Analyzing Character, Theme, and Plot in Short Stories <i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 5: Motivation and Values <i>Animal Farm</i> , Part 6: Author's Purpose

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(EII.6)	<p>Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</p> <p><i>(Cont'd)</i></p>	<p><i>Animal Farm</i> , Part 7: Rhetoric <i>Animal Farm</i> , Part 8: Satire and Irony <i>The Tragedy of Julius Caesar</i> , Part 1: Applying Reading Strategies Comparing Ideas across Genres Analyzing Satire in Editorial Cartoons Analyzing a Memoir Comparing Genres: Biography and Editorial</p>
(EII.7)	<p>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.</p>	<p>Analyzing Word Choice and Author's Purpose in Short Stories <i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 3: Central Idea Development <i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 6: Author's Purpose <i>Animal Farm</i> , Part 7: Rhetoric <i>Animal Farm</i> , Part 8: Satire and Irony <i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions <i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas Analyzing Satire in Fiction</p>

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(EII.8)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	<p><i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia</p> <p>Comparing Ideas across Genres</p> <p>Analyzing Idea Development in an Essay</p> <p>Comparing Genres: Biography and Editorial</p>
(EII.9)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
EII.9 (A)	Summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique.	<p><i>Sugar Changed the World</i> , Part 2: Central Ideas</p> <p><i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas</p> <p>Recognizing Rhetorical Techniques in a Speech</p> <p>Evaluating an Argument</p>
EII.9 (B)	Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.	<p><i>Sugar Changed the World</i> , Part 4: Building Claims</p> <p><i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas</p> <p>Evaluating an Argument</p> <p>Analyzing a Seminal US Document</p> <p>Analyzing Rhetorical Strategies in Presidential Speeches</p> <p>Analyzing and Evaluating Arguments</p>

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EII.9 (C)	Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.	<p><i>Sugar Changed the World</i> , Part 1: Author's Purpose</p> <p><i>Sugar Changed the World</i> , Part 4: Building Claims</p> <p><i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas</p> <p>Analyzing a Seminal US Document</p> <p>Analyzing Rhetorical Strategies in Presidential Speeches</p> <p>Analyzing Idea Development in an Essay</p>
EII.9 (D)	Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	<p>Analyzing an Autobiographical Essay</p> <p>Analyzing Rhetorical Strategies in Presidential Speeches</p> <p>Comparing Ideas across Genres</p>
(EII.10)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
EII.10 (A)	Explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments.	<p>Recognizing Rhetorical Techniques in a Speech</p> <p>Comparing Arguments from Diverse Perspectives</p>
EII.10 (B)	Analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.	<p>Recognizing Rhetorical Techniques in a Speech</p> <p>Evaluating an Argument</p> <p>Analyzing Satire in Editorial Cartoons</p> <p>Comparing Arguments from Diverse Perspectives</p>
(EII.11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
EII.11 (A)	Evaluate text for the clarity of its graphics and its visual appeal.	<p>Evaluating Propaganda Techniques</p> <p><i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia</p>

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EII.11 (B)	Synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	Evaluating Propaganda Techniques <i>Sugar Changed the World</i> , Part 1: Author's Purpose <i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia
(EII.12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
EII.12 (A)	Evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.	Evaluating Propaganda Techniques Analyzing Satire in Editorial Cartoons Comparing Arguments from Diverse Perspectives Evaluating the Power of Mass Media and Social Media Comparing Genres: Biography and Editorial
EII.12 (B)	Analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music).	Evaluating Propaganda Techniques Analyzing Satire in Editorial Cartoons Comparing Arguments from Diverse Perspectives Evaluating the Power of Mass Media and Social Media
EII.12 (C)	Examine how individual perception or bias in coverage of the same event influences the audience.	Evaluating Propaganda Techniques Evaluating News Reporting Evaluating the Power of Mass Media and Social Media
EII.12 (D)	Evaluate changes in formality and tone within the same medium for specific audiences and purposes.	Evaluating Propaganda Techniques Evaluating News Reporting Evaluating the Power of Mass Media and Social Media

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(EII.13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
EII.13 (A)	Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.	<p>Writing a Narrative Essay about Being Judged</p> <p>Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.13 (B)	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning.	<p>Writing a Narrative Essay about Being Judged</p> <p>Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.13 (C)	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.	<p>Writing a Narrative Essay about Being Judged</p> <p>Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.13 (D)	Edit drafts for grammar, mechanics, and spelling.	<p>Writing a Narrative Essay about Being Judged</p> <p>Writing an Argumentative Essay about the Nobel Prize in Literature</p>

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EII.13 (D)	Edit drafts for grammar, mechanics, and spelling. (Cont'd)	Writing a Research-Based Informative Essay about the Benefits of Humor Writing a Research-Based Argumentative Essay about a Debatable Topic
EII.13 (E)	Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Writing a Narrative Essay about Being Judged Writing an Argumentative Essay about the Nobel Prize in Literature Writing a Research-Based Informative Essay about the Benefits of Humor Writing a Research-Based Argumentative Essay about a Debatable Topic
(EII.14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	
EII.14 (A)	Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone.	Writing a Narrative Essay about Being Judged
EII.14 (B)	Write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads).	Analyzing Different Interpretations of a Sonnet
EII.14 (C)	Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	<i>The Tragedy of Julius Caesar</i> , Part 7: Thematic Development
(EII.15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
EII.15 (A)	Write an analytical essay of sufficient length that includes:	
EII.15 (A) (i)	Effective introductory and concluding paragraphs and a variety of sentence structures;	Writing a Research-Based Informative Essay about the Benefits of Humor
EII.15 (A) (ii)	Rhetorical devices, and transitions between paragraphs;	Writing a Research-Based Informative Essay about the Benefits of Humor

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EII.15 (A) (iii)	A thesis or controlling idea;	
		Writing a Research-Based Informative Essay about the Benefits of Humor
EII.15 (A) (iv)	An organizing structure appropriate to purpose, audience, and context;	
		Writing a Research-Based Informative Essay about the Benefits of Humor
EII.15 (A) (v)	Relevant evidence and well-chosen details; and	
		Writing a Research-Based Informative Essay about the Benefits of Humor
EII.15 (A) (vi)	Distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.	
		Writing a Research-Based Informative Essay about the Benefits of Humor
EII.15 (B)	Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:	
EII.15 (B) (i)	Organized and accurately conveyed information;	
		Real-World Writing Procedural and Functional Texts
EII.15 (B) (ii)	Reader-friendly formatting techniques; and	
		Real-World Writing Procedural and Functional Texts
EII.15 (B) (iii)	Anticipation of readers' questions.	
		Real-World Writing Procedural and Functional Texts
EII.15 (C)	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:	
EII.15 (C) (i)	Extends beyond a summary and literal analysis;	
		<i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 5: Motivation and Values Evaluating Propaganda Techniques <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues <i>Sugar Changed the World</i> , Part 1: Author's Purpose <i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas Evaluating an Argument

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EII.15 (C) (i)	Extends beyond a summary and literal analysis; (<i>Cont'd</i>)	Analyzing an Autobiographical Essay Analyzing Rhetorical Strategies in Presidential Speeches Comparing Ideas across Genres Analyzing Satire in Editorial Cartoons Analyzing and Evaluating Arguments
EII.15 (C) (ii)	Addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and	<i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 5: Motivation and Values Evaluating Propaganda Techniques <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues <i>Sugar Changed the World</i> , Part 1: Author's Purpose <i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas Evaluating an Argument Analyzing an Autobiographical Essay Analyzing Rhetorical Strategies in Presidential Speeches Comparing Ideas across Genres Analyzing Satire in Editorial Cartoons Analyzing Idea Development in an Essay
EII.15 (C) (iii)	Analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices.	<i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 5: Motivation and Values Evaluating Propaganda Techniques <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues <i>Sugar Changed the World</i> , Part 1: Author's Purpose Evaluating an Argument

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EII.15 (C) (iii)	Analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices. (Cont'd)	Analyzing an Autobiographical Essay Analyzing Rhetorical Strategies in Presidential Speeches Comparing Ideas across Genres Analyzing Satire in Editorial Cartoons Analyzing and Evaluating Arguments Analyzing Idea Development in an Essay
EII.15 (D)	Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	Evaluating Propaganda Techniques Enhancing a Presentation with Multimedia
(EII.16)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	
EII.16 (A)	A clear thesis or position based on logical reasons supported by precise and relevant evidence.	Evaluating Propaganda Techniques Enhancing a Presentation with Multimedia Writing an Argumentative Essay about the Nobel Prize in Literature Writing a Research-Based Argumentative Essay about a Debatable Topic
EII.16 (B)	Consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context).	Enhancing a Presentation with Multimedia Writing an Argumentative Essay about the Nobel Prize in Literature Writing a Research-Based Argumentative Essay about a Debatable Topic
EII.16 (C)	Counter-arguments based on evidence to anticipate and address objections.	Enhancing a Presentation with Multimedia Writing an Argumentative Essay about the Nobel Prize in Literature Writing a Research-Based Argumentative Essay about a Debatable Topic

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EII.16 (D)	An organizing structure appropriate to the purpose, audience, and context.	<p data-bbox="1461 220 2013 261">Enhancing a Presentation with Multimedia</p> <p data-bbox="1461 261 2013 302">Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p data-bbox="1461 302 2013 342">Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.16 (E)	An analysis of the relative value of specific data, facts, and ideas.	<p data-bbox="1461 440 2013 480">Evaluating Propaganda Techniques</p> <p data-bbox="1461 480 2013 521">Enhancing a Presentation with Multimedia</p> <p data-bbox="1461 521 2013 561">Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p data-bbox="1461 561 2013 602">Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.16 (F)	A range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).	<p data-bbox="1461 699 2013 740">Evaluating Propaganda Techniques</p> <p data-bbox="1461 740 2013 781">Enhancing a Presentation with Multimedia</p> <p data-bbox="1461 781 2013 821">Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p data-bbox="1461 821 2013 862">Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
(EII.17)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
EII.17 (A)	Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
EII.17 (A) (i)	More complex active and passive tenses and verbals (gerunds, infinitives, participles);	<p data-bbox="1461 1114 2013 1154">Understanding Verbs: Tense, Voice, and Mood</p>
EII.17 (A) (ii)	Restrictive and nonrestrictive relative clauses; and	<p data-bbox="1461 1187 2013 1227">Clauses: Building and Refining Compound and Complex Sentences</p>
EII.17 (A) (iii)	Reciprocal pronouns (e.g., each other, one another).	<p data-bbox="1461 1292 2013 1333">Introduction to Pronouns</p> <p data-bbox="1461 1333 2013 1373">Usage and Punctuation</p>
EII.17 (B)	Identify and use the subjunctive mood to express doubts, wishes, and possibilities.	<p data-bbox="1461 1406 2013 1446">Understanding Verbs: Tense, Voice, and Mood</p>

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EII.17 (C)	Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	Clauses: Building and Refining Compound and Complex Sentences Usage and Punctuation
(EII.18)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
EII.18 (A)	Use conventions of capitalization.	Writing an Argumentative Essay about the Nobel Prize in Literature Usage and Punctuation
EII.18 (B)	Use correct punctuation marks including:	
EII.18 (B) (i)	Comma placement in nonrestrictive phrases, clauses, and contrasting expressions;	Clauses: Building and Refining Compound and Complex Sentences
EII.18 (B) (ii)	Quotation marks to indicate sarcasm or irony; and	Restrictive and Nonrestrictive Words, Phrases, and Clauses
EII.18 (B) (iii)	Dashes to emphasize parenthetical information.	
(EII.19)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Writing an Argumentative Essay about the Nobel Prize in Literature Writing a Research-Based Informative Essay about the Benefits of Humor
(EII.20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
EII.20 (A)	Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.	Writing a Research-Based Informative Essay about the Benefits of Humor Writing a Research-Based Argumentative Essay about a Debatable Topic

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EII.20 (B)	Formulate a plan for engaging in research on a complex, multi-faceted topic.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
(EII.21)	<p>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>	
EII.21 (A)	Follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.21 (B)	Organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs).	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.21 (C)	Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	<p>Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
(EII.22)	<p>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>	
EII.22 (A)	Modify the major research question as necessary to refocus the research plan.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>

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EII.22 (B)	Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.22 (C)	Critique the research process at each step to implement changes as the need occurs and is identified.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
(EII.23)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
EII.23 (A)	Marshals evidence in support of a clear thesis statement and related claims.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.23 (B)	Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.23 (C)	Uses graphics and illustrations to help explain concepts where appropriate.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
EII.23 (D)	Uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>

Standard ID	Standard Text	Edgenuity Lesson Name
EII.23 (E)	Uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials.	<p>Writing a Research-Based Informative Essay about the Benefits of Humor</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p>
(EII.24)	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
EII.24 (A)	Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration.	<p>Enhancing a Presentation with Multimedia</p> <p>Refining Discussion Techniques</p>
EII.24 (B)	Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.	<p>Procedural and Functional Texts</p>
EII.24 (C)	Evaluate how the style and structure of a speech support or undermine its purpose or meaning.	<p>Recognizing Rhetorical Techniques in a Speech</p> <p>Analyzing Rhetorical Strategies in Presidential Speeches</p>
(EII.25)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	<p>Refining Discussion Techniques</p>
(EII.26)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	<p>Refining Discussion Techniques</p>

Standard ID	Standard Text	Edgenuity Lesson Name
TX.110.30(b)	Figure 19 TAC, Reading/Comprehension Skills, English II	
	Students must develop the ability to comprehend and process material from a wide range of texts. Student expectations for Reading/Comprehension Skills as provided in this subsection are described for the appropriate grade level.	
110.32.	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	
110.32 (A)	reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and	<p>Analyzing Word Choice and Author's Purpose in Short Stories</p> <p>Analyzing Character, Theme, and Plot in Short Stories</p> <p>Comparing Archetypes in Literature</p> <p><i>The Tragedy of Julius Caesar</i> , Part 1: Applying Reading Strategies</p> <p><i>The Tragedy of Julius Caesar</i> , Part 2: Causal Relationships</p> <p><i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions</p> <p><i>The Tragedy of Julius Caesar</i> , Part 4: Monologues</p> <p><i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas</p> <p><i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif</p> <p><i>The Tragedy of Julius Caesar</i> , Part 7: Thematic Development</p> <p><i>Sugar Changed the World</i> , Part 1: Author's Purpose</p> <p><i>Sugar Changed the World</i> , Part 2: Central Ideas</p> <p><i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia</p> <p><i>Sugar Changed the World</i> , Part 4: Building Claims</p> <p><i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas</p>

Standard ID	Standard Text	Edgenuity Lesson Name
110.32 (A)	reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and <i>(Cont'd)</i>	Recognizing Rhetorical Techniques in a Speech Evaluating an Argument Analyzing an Autobiographical Essay Analyzing a Seminal US Document Writing an Argumentative Essay about the Nobel Prize in Literature Evaluating News Reporting Analyzing and Evaluating Arguments
110.32 (B)	make complex inferences about text and use textual evidence to support understanding.	Analyzing Word Choice and Author's Purpose in Short Stories Analyzing Character, Theme, and Plot in Short Stories Comparing Archetypes in Literature <i>The Tragedy of Julius Caesar</i> , Part 1: Applying Reading Strategies <i>The Tragedy of Julius Caesar</i> , Part 2: Causal Relationships <i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues <i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas <i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif <i>The Tragedy of Julius Caesar</i> , Part 7: Thematic Development <i>Sugar Changed the World</i> , Part 1: Author's Purpose <i>Sugar Changed the World</i> , Part 2: Central Ideas <i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia Analyzing a Seminal US Document Analyzing and Evaluating Arguments