

Syllabus **English II**

This course offers an integrated program with literature as the core subject. Genre, specifically the short story, drama, nonfiction, poetry, and the novel organize the literature section. Components integrated throughout the literature process include critical thinking, writing strategies, grammar, vocabulary, humanities, as well as oral interpretation, Literature Circles, and listening skills. Readings will focus on themes such as; coming of age, oppression, acceptance, good vs. evil, and many more. Some of the novels and plays that may be read are: *Catcher in the Rye*, *The Things They Carried*, *The Scarlet Letter*, *The Grapes of Wrath*, *To Kill a Mockingbird*, *Julius Caesar*, and *Twelve Angry Men*. Computer technology will be incorporated with the writing and research techniques.

*The order and number of novels read changes from year to year. In addition to the novels listed above, students self-select novels throughout the year.

Poetry, non-fiction, technology and the arts are integrated with each novel unit.

It is important to note that the practice of improving reading and writing skills occurs throughout the year. Vocabulary acquisition is also a quarterly goal.

Some standards and skills that are recursive throughout the year are:

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

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.

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.

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).

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.

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.

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.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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*).
- c. Consult general and specialized reference materials (e.g., 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.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

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.

Present information, findings, and supporting evidence clearly, concisely,

and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Some methods for assessing learning include:

Tests

Informal assessment

Notes

Quick-writes

Essays

Poems

Research

Notes

Projects—an example of a project assigned to sophomores is the creation and performance of a rap based on a self-selected novel.

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