

Course Description
English 2
Literature and Composition

Course Description:

This is a 10th grade literature and composition course. Students will continue to read from a wide variety of literature traditions including short story, non-fiction, drama, poetry, and novels, and will analyze recurrent patterns and themes in historically or culturally significant works. Students will focus on all phases of the writing process in order to continue to foster confidence in developing a written voice and an understanding a various types of essay. In conjunction with literature analysis and essay writing, grammar and vocabulary will be taught. Emphasis will be on the parts of speech, sentence structure, capitalization, punctuation, and writing style. Oral communication skills will also be emphasized. English 2 is a one- year course, 5 credits each semester will be awarded with a passing grade.

Suggested curriculum:

Student, in conjunction with the IS teacher, may choose from either a packaged curriculum (online) , or from the required text and additional key assignments option.

These are packaged curricula. Students are expected to follow the course syllabus and complete the course over the duration of a school year. Any online/packaged course must include online teacher support.

- NDIS semester courses:
 - Sophomore Language and Composition H EN 2051 (online)
 - Sophomore Literature H EN 1181 (online)
- University Nebraska Lincoln I.S. ENGH 035 & 036
- National University Virtual High School English 10 AB
- Apex Learning: *Introduction to Literature and Composition Core*

Text and key assignment option

Text to be used in conjunction with key assignments and completed over the course of a school year (see attached pacing guide). Students will be expected to develop and present work samples described under the key assignments section as well as those required in the textbook/curriculum used. Students will work independently through the text as a primary resource.

Prentice Hall

Literature: Timeless Voices, Timeless Themes, Platinum Level California Edition
Writing and Grammar Platinum Level
Vocabulary TBD

Suggested Performance Expectations For English 2:

Students should be expected to complete on a weekly basis the equivalent to:

- Vocabulary, 10-20 words a week- part of speech, origin, spelling and definition.
- Grammar lesson- as they apply to student's needs.
- Reading- assigned material 5- 20 pages a day, depending on appropriate level
- In addition, students should be reading independently from a variety of media, both age and classroom appropriate.
- Students will read 3 additional independent reading books during the school year.

Writing:

Free writing is invaluable to students and helps develop thought, voice and skill without the pressure and constraints of formalized essays; therefore, students are encouraged to write in a journal 3-5 times a week on a variety of topics and to complete 3-5 formal essays a semester. These essays will include the following key assignments.

Key Assignments:

I. Short Story

<p>A. Major Topics</p> <ol style="list-style-type: none">1. Plot.2. Character.3. Point of View.4. Setting.5. Theme.	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none">1. Understand and apply literary terms to selected readings.2. Build a reading vocabulary.3. Read and comprehend short stories by learning to identify with a character, predicting, making inferences about characters, and drawing conclusions.4. Summarize readings.
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Key Assignment:

The student will read two teacher-assigned short stories from the text. Upon completion of the readings the student will discuss the stories with their IS teacher and write a 3-5 page essay, following the directions for submission of written work, that describes the major theme of each story, and analyzes how the stories were similar and how they were different. (Compare and contrast essay-use compare/contrast rubric).

II. Novel

<p>A. Major Topics</p> <ol style="list-style-type: none">1. Fiction.2. Plot.3. Conflict.4. Characterization.5. Setting.6. Point of View.7. Theme.8. Symbol.	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none">1. Apply literary terms to a novel.2. Summarize the plot of novel.3. Understand the theme(s) of a novel.4. Evaluate and respond to the literature
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Key Assignment:

1. Each student will select three novels or auto/biographies per year from the attached list. The student will engage in a discussion about the reading with their IS teacher. The discussion will summarize, analyze, and describe the main characters and elements of the story. Upon completion of the reading assignment and discussion, each student will write a 3-5 page essay, following directions, that identifies and describes the major characters, describes the plot, while analyzing important themes in the book. (analytical essay-use analytical 7 point essay scoring rubric)

Readings will be selected from the following list:

English 2

*A Separate Peace (Knowles)	1110 L
*Night (Wiesel)	590L
*Things Fall Apart (Achebe)	890L
All Quiet on the Western Front (Remarque)	830 L
Catcher in the Rye (Salinger)	790 L
Christmas Carol (Dickens)	920L
Cool Salsa (ed: Carlson)	NP
Cry, The Beloved Country (Paton)	860L
Fahrenheit 451 (Bradbury)	890L
Great Expectations (Dickens)	1200L
Hiroshima (Hersey)	1190 L
Into Thin Air (Krakauer) (non-fiction)	1320 L
Kitchen God's Wife (Tan)	810L
Krik Krak (Danicats)	NP
Like Water for Chocolate (Esquivel)	1030L
Lone Ranger and Tonto Fistfight in Heaven (Alexie)	830L
Nectar in the Sieve (Markandaya)	900L
Old Man and the Sea (Hemingway)	940 L
Somehow Tenderness Survives: Stories of	990L
Taming of the Shrew (Shakespeare) (play)	NP
The Bean Trees (Kingslover)	900 L
The Bell Jar (Plath)	1140 L
The Color Purple (Walker)	670L
The Joy Luck Club (Tan)	930L
West with the Night (Markham) (non-fiction)	1200 L
Woman Warrior (Kingston)	880L
Yell-Oh Girls (Nam)	1080L
Yellow Raft in Blue Water (Dorris)	980L

* Strongly recommended

2. Every student will present a 3-5 minute oral presentation on the novel. Using procedures provided in the textbook, the student will prepare an outline summarizing the elements of the novel along with their personal reaction to the story. The student should discuss why the novel was selected, what he/she liked and disliked about the novel and what the student learned from the reading. The outline will be turned in after the presentation is complete. (presentation rubric)

III. Drama

<p>A. Major Topics</p> <ol style="list-style-type: none"> 1. Characters. 2. Staging. 3. Dialogue. 4. Blank Verse. 5. Soliloquy, Aside, and Monologue. 6. Dramatic Irony. 7. Tragedy. 	<p>B. Instructional Objectives</p> <p>Student will be able to:</p> <ol style="list-style-type: none"> 1. Understand and respond to literary elements. 2. Understand and apply literary terms such as: protagonist, antagonist, dramatic foil, conflict, theme and apply them to selected readings. 3. Develop a reading vocabulary. 4. Read, evaluate, and comprehend a play by using the text as an aid, paraphrasing, identifying cause and effect and making predictions. 5. Summarize readings.
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Key Assignment:

Students will consult their textbook unit on dramatic conventions. The student will read a full length play. Upon completion of the reading of the play, each student will write a 500-700 word essay, following the directions above, that demonstrates an understanding of literal and figurative language as used in the play. In addition the student will describe the vocabulary and tone used in the play to address the audience for whom the play was originally intended and how it reflects the social and political structures of the time, or suitable essay prompt as assigned. (Analytical 7 point rubric)

Readings will be selected from the following or from the text:

<i>Macbeth</i>	William Shakespeare
<i>Much Ado About Nothing</i>	William Shakespeare
Julius Caesar	William Shakespeare
<i>Antigone</i>	Sophocles

III Non-Fiction

<p>A. Major Topics:</p> <ol style="list-style-type: none">1. Autobiography/Biography.2. Essays.3. Speeches.4. Editorials.5. Articles.	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none">1. Read, understand and critique essays and non-fiction works by identifying the author's attitude, finding the main idea and supporting points, using visuals as keys to meaning, determining the author's purpose.2. Develop a reading vocabulary.3. Summarize readings.4. <i>Apply literary terms to selected readings.</i>
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Key Assignment:

1. The student will complete and present a research paper according to instructions contained in the textbook or composition text. The student will discuss a suitable topic with the teacher, and develop a clear research question. The student will synthesize information from multiple sources, integrate citations into the written text, and use MLA format to document sources. The student will publish the document using suitable technology and develop a presentation. (research paper and presentation rubrics)

2. After studying a unit on editorial writing in the textbook, the student will read editorials from three sources. The sources are to include a popular newspaper, (such as the San Francisco Chronicle, New York Times, or Wall Street Journal) and a journal, (such as an academic, political, or religious publication). The editorials are to focus on similar topics or subjects. The student will discuss the three articles and then develop an essay similar in length as to those selected, following the directions above. In this assignment students are to write their own editorial on the same topic, using the style of an editorial writer in which they state the problem, establish the rationale for their

opinions, support opinions with facts and provide coherent conclusions.
(Evaluative/Persuasive rubric)

Suggested editorial topics:

- Environmental issues
- Foreign Affairs
- National politics
- Economic issues
- Media

IV. Poetry

<p>A. Major Topics</p> <ol style="list-style-type: none">1. Lyric poetry.2. Narrative poetry.3. Dramatic poetry.4. Musical devices including: meter, alliteration, onomatopoeia, assonance,5. Figurative language including: similes, lyrical metaphor, and personification.6. Imagery.7. Haiku and Sonnets.8. <i>The epic poem.</i>	<p>B. Instructional Objectives</p> <p>Students will be able to:</p> <ol style="list-style-type: none">1. Understand and apply literary terms to selected readings.2. Identify literary elements in a poem.3. Read, analyze and critique a poem by paraphrasing, summarizing, picturing imagery, listening for poetic sounds, and drawing inferences about the speaker.
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Key Assignment:

1. Students will read poems from the text from a variety of eras and cultures. Students should be prepared to discuss concepts, such as comparing poems in verse to free-style poetry, contrasting poetry to music, and the commonality of the introduction-body-conclusion structure. Following the directions listed above, students are to write an essay of 700 to 1000 words that compares and contrasts the styles, historical settings, and variety of purpose of the poems selected and how they are reflected of the style of the period in which they were written. (compare and contrast)

2. Students will write one original poem. . The poetic elements (such as metaphor, simile, personification, and alliteration) should be explored as well as traditional forms of rhyme and meter.

In addition, using their textbook as a primary resource for instruction and following directions for submission of written work, the student will complete the following writing assignments of approx. 500-700 words:

- Autobiographical incident narrative- uses sensory details to describe a pivotal moment in the writer's life and reflects upon the significance of that incident.
- A formal business letter
- Technical document

Assignment	Date/Learning Period Completed
Short story (compare/contrast essay)	
Editorial (Evaluative /persuasive)	
Play (Analytical)	
Poetry compare/contrast	
Biographical or autobiographical narrative	
Poem #1	
Business letter	
Technical document	
Research paper	
Paper <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #1	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #2	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Novel/reading #3	
Essay <input type="checkbox"/>	
Presentation <input type="checkbox"/>	
Independent reading #1	
Independent reading #2	
Independent reading #3	
Portfolio presentation	GP 10

English II assignment checklist

