

## Course Outline

### I. General Information

- a. Sophomore Honors English
- b. Completed and passed 9<sup>th</sup> grade English/teacher recommendation
- c. Grade Level 10
- d. -

English 2 is a class designed to meet the needs of the tenth grade students in preparation for college or university work. This demanding and challenging class places emphasis on analytical reading, expository writing, critical thinking, and in depth interpretation of literature, which includes the novel, the play, short stories, and poetry. Students will be expected to discover, study, and understand the connections between literature and other course studies.

### I. ACADEMIC CONTENT STANDARDS

<b>Reading Vocabulary</b>	Q1	Q2	Q3	Q4
1.1 Identify and use the literal and figurative meanings of word and understand word derivations.	x	x	x	x
1.2 Distinguish between the denotative and connotative meaning of words and interpret the connotative power of words.	x	x		x
<b>Reading Comprehension of Informational Text and Literary Response and Analysis</b>				
2.1 Compare/contrast features of consumer material.				
2.1 Analyze structure & critique functional reading materials.				
2.2 Prepare a bibliography of a variety of reference materials; identify manuscript form (citation, pagination).				
2.3 Generate questions about readings on issues that can be researched.	x	x	x	x
2.4 Synthesize content of several works by/on single author issue.			x	x
2.5 Elaborate on and extend ideas in primary or secondary sources.				

2.7 Critique logic of functional documents.				
8. Evaluate the credibility of an author's argument or claim.	x	x		
3.1 Understand the purpose and characteristics of different forms of literature.	x	x	x	x
3.3 Analyze the interactions between characters in a literary text	x	x	x	x
3.4 Examine dialogue, monologues, and soliloquies for character traits.	x	x	x	x
3.5 Compare works that express a universal theme and provide evidence for ideas.	x	x	x	x
3.6 Trace time, sequence (foreshadow, flashbacks).	x	x	x	x
3.7 Understand the significance of figurative language, imagery, symbolism, allegory.	x	x	x	x
8. Recognize the ambiguities, subtleties, ironies, and incongruities in a text.	x	x	x	x
<ul style="list-style-type: none"> <li>• Identify how "voice" and narration influence tone, plot and credibility of a text.</li> <li>• Identify unique characteristics of dramatic literature (asides, scene, soliloquies, etc.).</li> <li>• 83.11 3.12 Differentiate the characteristics of three literary approaches: biographical, aesthetic, and historical.</li> </ul>	x	x	x	x
	x	x	x	x
<b>WRITING</b>				
1.1 Establish a controlling impression of coherent thesis, maintain consistent tone, focus.	x	x	x	x

1.2 Use precise language, action verbs, sensory details, modifiers, active, not passive voice.	x	x	x	x
1.3 Identify suitable research questions and methods.		x		
1.4 Identify and develop main ideas and supporting evidence.	x	x	x	x
1.5 Synthesize information from multiple sources (almanacs, news sources, speeches, journals).	x	x		
1.6 Identify appropriate use of quotations and citations, and integrate quotations/citations into text.	x	x	x	x
1.9 Revise writing to improve logic of organization, precision of word choice, and tone.	x	x	x	x
<b>APPLICATIONS</b>				
2.2 Response to Literature that shows a grasp of significant ideas, supports views with reference to the text, shows knowledge of stylistic devices, and identifies nuances.	x	x	x	x
2.3 Analytic Essay that marshals evidence in support of thesis, summarizes information from primary or secondary source accurately, and identifies significant data, facts, and ideas.	x	x	x	
<b>SECOND ESSAY FROM EITHER:</b>				
2.1 Biographical Narrative that employs descriptive strategies in relaying a clear incident.		x		
2.4 Persuasive Composition that provides a well defined thesis, detailed evidence in support, and employs the use of specific persuasive device.	x		x	x
2.5 Business Letter that presents information clearly; follows conventional formats, and uses an appropriate tone and vocabulary for the purpose.				
<b>CONVENTIONS</b>				
1.1 Identify correct use of clauses, phrases, and mechanics of punctuation.	x	x	x	x

1.2 Understand parallel structure subordination and coordination.	x	x	x	x
1.3 Demonstrate proper English usage and control of grammar, paragraph, and sentence structure.	x	x	x	x
1.5 Identify appropriate manuscript forms (title page, integration of source material, quotes).	x	x	x	x

**VIII. Instructional Plan:** During the course of the year students will write paragraphs, essays, and various writing types which reflect the stages of the writing process: prewriting, drafting, responding, revising, editing, conventions, evaluating and post-writing. Students will use critical thinking skills in writing a persuasive essay, and other essays based on the literature. Students will exhibit the following characteristics of effective writing: use of concise and lucid prose; varying sentence structure. Students will write an essay, which demonstrates a clear thesis statement, developmental paragraphs that support the essay’s main idea, and an effective conclusion. Students will use the following proper conventions of writing: pronoun usage and subject-verb agreement. Students will define and use correctly literature-based vocabulary. Students will exhibit grade – level comprehension of literature studied, which includes novels, plays, short stories, essays, and poetry. Students will write paragraphs and essays identifying summarizing and explaining the values embodied in the literature studied. Students will fluently read aloud selections from literature. Students will read and make personal connections to assigned poems. Students will write poetry. Students will participate regularly in small or large group discussion. Students will develop effective speaking skills in oral presentations: speak with a purpose, support ideas with evidence, exhibit effective listening skills, and give each other constructive feedback. Students will recognize main ideas, summarize and draw conclusions from material presented orally by answering questions orally or in writing. Students will make connections between the literature and foreign cultures / historical events.

**IX. Assessment:** Quarterly assessments based on the content standards matrix will be used to evaluate student’s work. Additional evaluation will include written paragraphs and essays, book reports, worksheets, literature packets, reading checks, creative writing, tests, research, vocabulary checks, grammar workshop tests, oral presentations, and notebooks.

**X. Text and extended reads:**

Anthology: *The Language of Literature*

*Antigone*

*To Kill a Mockingbird*

*Twelfth Night*

*Sidhartha*

*Animal Farm*

See book list for outside reading