



Syllabus: English 2

English 2 Course Overview:

In this year-long course, students continue to develop their skills and understandings from the Common Core State Standards grade 9-10 band. Students engage with both literary and informational texts to hone their ability to read, write, and think critically about the course's themes and topics while engaging in both collaborative work with their peers as well as independent work. Students write shorter and extended texts in the modes of narrative, informative/explanatory, and argumentative texts, leveraging technology, the research process, and the writing process to develop and publish writing.

English 2 Honors

Honors English 2 parallels the core curriculum presented above with greater rigor. A course that receives an honors designation has expectations for students that are measurably **broader, deeper,** and/or **more complex** in comparison to its standard course. This means that students in honors designated courses leverage their inter- and intra-personal skills as they engage in a higher level of cognition and quality of work that meets and exceeds the cognitive demands of a standard course. In honors designated English courses, students extend their thinking by

- Developing generalizations and applying them to new contexts
- Analyzing complex / abstract themes, perspectives, and concepts
- Applying skills in new situations
- Synthesizing information across multiple sources
- Evaluating relevancy, accuracy, and completeness of information

Instructor: Varies (Mr.Siharath, Mrs. Brown, Mr. Wagner, Mrs. Hornung, Ms. Washa)	Office Hours: Please Check with teacher
Credits Earned/Length of Course: 1 Credit / 1 Year for A/B classes 1 Credit/1 Semester for every day classes	Required Materials: <ul style="list-style-type: none"> ● Please check with the teacher ● Possible items include: <ul style="list-style-type: none"> ○ Notebook or Binder ○ Pens/Pencils ○ Dry Erase Markers
Prerequisites: <ul style="list-style-type: none"> ● Completion of Grade 9 	Department Chair Contact Info: <ul style="list-style-type: none"> ● Email: psiharath@madison.k12.wi.us ● Phone: 608-204-3738



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Course Standards:

MMSD uses the Common Core State Standards for English Language Arts. To ensure all students have opportunities to engage in the deep learning of the standards, a scope of the standards has been created. Students will be able to demonstrate their understanding of the standards with quarterly assessments in addition to an overall course assessment. For more information about these standards, click [here](#).

Course Assessment

The course assessment provides a reflection of the year-long learning by the student, drawing on student work samples that demonstrate the student's progress throughout each quarter. For more information about the course assessment, click [here](#).

Course Outline:

Quarter 1: Free Will

Essential Questions for Inquiry	<ul style="list-style-type: none"> ● What does it mean to have free will, and do human beings truly have it? ● How do readers deepen their content knowledge as well as come to understand perspectives and cultures? ● How do writers create narrative writing in order to examine and convey their ideas? ● How do people engage in collaborative discussions with diverse partners to express, develop, and refine thinking as well as use language strategically and capably to express information and enhance listener's understanding? ● How do people use digital media, visual displays, and language strategically and capably to express information and enhance listeners' understanding?
Reading Focus	<ul style="list-style-type: none"> ● Analytical reading of literary texts ● Collections of literary and informational texts in diverse media, formats, and lengths ● Independent Reading with Choice Texts
Writing Focus	<ul style="list-style-type: none"> ● Focus on narrative writing using the writing process and



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	<ul style="list-style-type: none"> ● technology ● Daily writing to include short and extended pieces
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Quarter 2: The Hero's Quest

Essential Questions for Inquiry	<ul style="list-style-type: none"> ● How do heroes and other archetypes help us expand our understanding of the world across time and cultures? How do they limit us? ● How do readers deepen their content knowledge as well as come to understand perspectives and cultures? ● How do writers create informative/explanatory writing in order to examine and convey their ideas? ● How do people engage in collaborative discussions with diverse partners to express, develop, and refine thinking as well as use language strategically and capably to express information and enhance listener's understanding?
Reading Focus	<ul style="list-style-type: none"> ● Analytical reading of literary texts ● Collections of literary and informational texts in diverse media, formats, and lengths ● Independent Reading with Choice Texts
Writing Focus	<ul style="list-style-type: none"> ● Focus on informative/explanatory writing using the writing process and technology ● Daily writing to include short and extended pieces

Quarter 3: Acceptance and Alienation

Essential Questions for Inquiry	<ul style="list-style-type: none"> ● How and why are some people accepted while others are alienated? ● How do readers deepen their content knowledge as well as come to understand perspectives and cultures? ● How do writers create argument writing in order to examine and convey their ideas? ● How does research enhance the discovery of storytelling, ideas, and arguments? ● How do people engage in collaborative discussions with diverse partners to express, develop, and refine thinking as well as use language strategically and capably to express information and enhance listener's understanding?
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	<ul style="list-style-type: none"> ● How do people use digital media, visual displays, and language strategically and capably to express information and enhance listeners' understanding?
Reading Focus	<ul style="list-style-type: none"> ● Analytical reading of informational texts ● Collections of literary and informational texts in diverse media, formats, and lengths ● Independent Reading with Choice Texts
Writing Focus	<ul style="list-style-type: none"> ● Focus on argumentative writing using the writing process and technology ● Daily writing to include short and extended pieces

Quarter 4: The Construction and Deconstruction of Societies

Essential Questions for Inquiry	<ul style="list-style-type: none"> ● What events and beliefs lead to the breakdown or buildup of a society? ● How do readers deepen their content knowledge as well as come to understand perspectives and cultures? ● How do writers create argument writing in order to examine and convey their ideas? ● How does research enhance the discovery of storytelling, ideas, and arguments? ● How do people engage in collaborative discussions with diverse partners to express, develop, and refine thinking as well as use language strategically and capably to express information and enhance listener's understanding? ● How do people use digital media, visual displays, and language strategically and capably to express information and enhance listeners' understanding?
Reading Focus	<ul style="list-style-type: none"> ● Analytical reading of informational texts ● Collections of literary and informational texts in diverse media, formats, and lengths ● Independent Reading with Choice Texts
Writing Focus	<ul style="list-style-type: none"> ● Focus on argumentative writing using the writing process and technology ● Daily writing to include short and extended pieces

Behavior/Attendance Policy:

- [School Policy Guides](#)



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Grading Policy:

Regular English - **A** 90-100% **B** 80-89% **C** 70-79% **D** 60-69% **F**<59%

OR

Please check with the teacher of your student