

English II Course Syllabus

Course Name: English 2

Description: Students will discover how the human experience is the foundation of the best stories, plays, poems, films, speeches, and articles by evaluating its presence across genres and throughout history. With a strong focus on the art of writing and speaking, students will engage with a number of rich texts to uncover how authors and speakers use their words to reflect their thoughts on the world. Through writing about literature and research-based topics, students will further develop their voices to create compositions of excellence.

Estimated Completion Time: 2 segments / 32–36 weeks.

Major Topics and Concepts:

Segment One:

Reading Comprehension/Expository & Narrative Writing

- Evaluating tone through connotation and denotation
- Exploring poetic devices and their impact on meaning
- Determining how figurative language enhances mood
- Analyzing how authors create layers of meaning in ambiguous poetry
- Examining the ways literary elements interact
- Analyzing plot structure
- Identifying and tracking universal themes in literary texts
- Determining the point of view's effect on plot, character, and conflict
- Using narrative techniques to enhance creative writing
- Composing a narrative essay
- Discovering ways authors adapt classical, mythical, or religious texts
- Writing effective summaries
- Utilizing parallel structure in writing
- Editing and revising with purpose
- Explaining the influence of historical context on a literary text
- Evaluating the development of literary elements in a novel
- Connecting real-world issues with literary texts
- Identifying authors' perspectives on historical, social, or cultural issues
- Synthesizing information from multiple sources in an informational essay

Segment One Honors:

- Composing a poem with ambiguous meaning
- Interpreting purpose and theme in an allegorical text
- Paraphrasing rigorous literary texts
- Connecting historical context and setting to literary texts

- Illuminating a human rights issue through fiction

Segment Two:

Reading Comprehension/Argumentative & Informational Writing

- Evaluating how rhetorical appeals and devices support an argument
- Planning and organizing an effective argument
- Identifying elements of an effective claim, counterclaim, and rebuttal
- Effectively supporting a claim with well-researched evidence
- Utilizing academic language and formal tone in writing
- Incorporating elaborative details to communicate and clarify knowledge to an audience
- Writing a polished final draft
- Analyzing historical speeches
- Using digital media to enhance an audience's understanding of a topic
- Determining the central idea of a text
- Examining informational text structures and features
- Uncovering word meanings through context clues
- Recognizing etymology's role in the development of language over time
- Using knowledge of affixes and roots to determine the meaning of unknown words
- Interpreting rigorous texts through the use of etymology, word parts, and context clues
- Analyzing characterization in drama
- Evaluating traits of tragedy, including the tragic hero
- Discovering how plot connects to drama
- Determining how plot elements add layers of meaning to drama
- Recognizing universal themes
- Tracking conflicting perspectives in literature
- Locating credible sources based on bias, origin, and purpose
- Avoiding plagiarism
- Citing sources correctly
- Formatting the Works Cited page
- Using signal phrases and transitions in academic writing
- Writing effective informational introductions, body paragraphs, and conclusions
- Formulating thesis statements for academic writing
- Using precise language and domain-specific vocabulary
- Publishing a final draft

Segment Two Honors:

- Composing a rhetorically-charged closing argument for a fictional character
- Comparing and contrasting elements of leadership in non-fiction and fiction
- Creating a fictional text based on a well-researched universal theme

Course Assessment and Participation Requirements: To achieve success, students are expected to submit work in each course weekly. Students can learn at their own pace; however, "any pace" still means that students must make progress in the course every

week. To measure learning, students complete self-checks, practice lessons, multiple-choice questions, discussion-based assessments, discussions, and projects. Students are expected to maintain regular contact with teachers; the minimum requirement is monthly. When teachers, students, and parents work together, students are successful.