

English II Syllabus

➤ *Mr. Routh, Randleman High School*

English II Overview:

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content and application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of “fewer, clearer, higher,” the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21st century global society. English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play is included in the curriculum. In addition, students will:

- Identify explicit textual evidence
- Support inference using several pieces from the text (evidence)
- Analyze theme /central idea development
- Identify multiple/conflicting character motivations
- Understand casual and complex relationship of dialogue and/or events on plot development
- Determine figurative, connotative, and technical meaning
- Understand how word choice impacts tone and meaning
- Identify the influence of cultural experiences on point of view
- Identify the emergence and refinement of the central idea in a text
- Understand, identify and analyze the use of rhetorical devices (i.e., repetition, parallelism, slogan, rhetorical questions)
- Understand the differences in various mediums (print, video, multimedia)
- Outline or trace the arguments and claims in text

- Understand various writing text types and their organizational structures
- Conduct research drawing on multiple sources
- Synthesize and summarize information
- Adapt speech delivery to audience and purpose
- Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)
- Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses)
- Know standard English grammar, punctuation, and capitalization

(For more information regarding Common Core standards and objectives, refer to <http://www.dpi.state.nc.us/curriculum/languagearts/scos/2004/>)

Grading Components:

40%: Major writings and comprehensive tests, assessing the skills learned at the conclusion of each unit, as well as the research paper required for English III

30%: Class work and homework, including journaling, essay writing and literary analysis

25%: The quiz category, which includes vocabulary and grammar assessments, as well as reading comprehension checks

5%: A participation grade, primarily focused on student involvement in class- or small group-oriented discussions and activities, as well as proper behavior and attention during in-class instruction

Summer Reading Assignment

For summer reading, all 10th grade honor students were assigned to read a nonfiction book of their choice, with a length of at least 200 pages, at a lexile comparable to a 10th-grade reading level. As students begin their English II class for the 2015-16 school year, whether in fall or spring, they will be given assignments based on this reading.

Late Work and Academic Dishonesty:

It is the student's responsibility to know when assignments are due and to complete the work on time; no late work will ever earn full credit. Deadlines will be strictly enforced. Academic dishonesty and/or plagiarism on an assignment earn a zero and a parental contact. A second offense results in office referral, and additional offenses could result in course failure.

Ongoing Activities:

Grammar, journaling, comprehensive reading checks, figurative language, Socratic Seminars, and vocabulary enrichment will be common standards throughout the semester:

Grammar: Topics to be addressed include Synonyms and Antonyms, Homonyms, Homographs, Prefixes and Suffixes, Contractions, Compound Words, Idioms, Nouns, Verbs, Adjectives, Adverbs, Pronouns, Capitalization and Punctuation, Sentences and Sentence Fragments, Types of Sentences, Complete Subjects and Predicates, Simple Subjects and Predicates, Compound Subjects, Compound Predicates, Simple and Compound Sentences, Run-On Sentences, and Subject-Verb Agreement

Journaling: Besides using notebooks for Cornell note-taking, vocabulary, and writing exercises, students will produce weekly notebook entries addressing the anchor texts readings for that unit, stressing the citing of evidence, application to past and present, and high-level question writing.

Comprehensive Reading Checks: These will be given weekly, throughout the semester, on the anchor texts.

Figurative Language: Among the types of figurative language that will be either reviewed or introduced include: metaphors, similes, personification, onomatopoeia, allusion, hyperbole, paradox, irony, analogy, allegory, oxymoron, idioms, apostrophe, metonymy, synecdoche, juxtaposition, antithesis, litotes, euphemism, meiosis, and cliché

Socratic Seminars: These will be held weekly throughout the semester, to discuss literary analysis of the reading for the anchor texts. During this time, questions raised by teacher will be addressed, as well as high-level questions written by the students during journaling.

Vocabulary: Ongoing throughout the semester, the vocabulary exercises and quizzes will address the use of words from the anchor texts in context; figurative, literary, and rhetorical terms; and selected ACT/SAT recommended words.

Materials Needed:

- Four-subject notebook, used for in-class work and homework, and brought to class daily
- USB flash-drive
- Pencils
- Pens (black or blue only)
- Highlighters (several colors, for annotating and editing purposes)
- Other materials to later be designated for required projects

Classroom Expectations:

- Students will be responsible for reading anchor texts independently outside of class, taking appropriate notes, answering assigned questions, and preparing for class discussions and comprehension assessments by the specified dates.

- Students should arrive at class on time, be respectful of teacher, peers, and classroom property, and ready to participate.
- Primary texts, current works being studied, notebook, handouts, and pen/pencil should be brought to class daily unless otherwise instructed.
- Deadlines will be strictly enforced. Unless otherwise approved, no late work will receive full credit and arrangements to turn in any work past the scheduled deadline must be orchestrated through the teacher.
- Discussion and collaboration are essential elements in this class. Cooperation and participation will be graded like other more tangible assignments, with teacher feedback given to those who aren't meeting expectations.

Unit 1: World Literature (6 Weeks)

Anchor Text: *A Long Way Gone*, by Ishmael Beah

Introduction to Ancient Worlds (c. 3000 B.C.—A.D. 1400)

- Read background to time period, with Cornell note-taking
- Read "Setting the Scene"

A Long Way Gone Pre-Reading:

- Simulated Prompt: What would you do?
- Philosophical Chairs
- Ishmael Beah interview broadcast
- Map of Africa, Sierra Leone
- Analysis of book features, inside and out
- Read "NY 1998" from book, discuss
- Grammar: Synonyms/Antonyms

***After a thorough examination of the book, its author, nonfiction qualities, and "purpose," group discussion addresses the expectations of the readers, as well as what prior experience they have about Africa's culture.

Introduction to Proverbs

- Each group is given an African tribe and a set of proverbs that originated from that tribe, with the goal of deciphering meaning or meanings
- Class discussion, with each group presenting
- Writing Prompt, done individually: Which proverb's advice would you most benefit from, and why?

Introduce "Teenverbs Project":

- In the "Teenverbs Project," students will creatively write their own proverbs, combining high-level language, symbolism, and figurative language to create their own messages of

advice for today's teens. These projects will be created on poster board, illustrated, and put on the walls of the classroom for the entire semester.

Introduction to Storytelling:

- Introduce class to Laura Simms, who is a world-renown storyteller. What the class won't be told, but will later discover for themselves, is that Simms is also Beah's adoptive mother
- Listen to "The Black Prince," by Simms
- In groups, students create their own quizzes based on "The Black Prince," indicating their ability to pick out most important information and main idea. Groups then exchange quizzes and take them
- Class discussion on theme, main idea, summary, and the commonality of storytelling all over the world

Introduction to Epics:

- Read background of "Sundiatta"
- Students read "Sundiatta" individually, taking notes on key information
- "Sundiatta" quiz given, with follow-up explanation on why each question was chosen
- In groups, students answer textbook questions and write theme, main idea, and a summary for "Sundiatta"

Analysis of Music Lyrics

- Writing Prompt: How long would you last as a child warrior, and what skills, or lack of skills, would play a role in your survival?
- Watch "Rapper's Delight" by Sugarhill Gang, a rap group that played a significant part in Beah's life
- In groups, students annotate song lyrics, marking key words and phrases, and write theme, main idea, and summary
- Dance contest to video held in classroom, with candy prizes

Analysis of Magazine Article

- Students read "The Blood Diamonds"
- Students annotate article, marking key words and phrases, and write theme, main idea, and summary
- Class discussion on argumentative writing, how it was displayed in this article, and whether it was effective or not

Poem Analysis

- Students read "All That Dances," an anonymous African poem
- Students annotate article, marking key words and phrases, and write theme, main idea, and summary
- Class discussion on elements of a poem—rhyme scheme, meter, etc.
- Students write their own "dance" poems, with the one chosen best receiving a prize

Introduction to Apartheid

- Discovery Video on Apartheid and Nelson Mandela
- Apartheid PowerPoint
- “History of Apartheid” Worksheets
- Students read Nelson Mandela speech, highlighting key words and phrases, then write theme, main idea, rhetorical devices, and summary
- Class discussion on elements of persuasive writing (Cornell-note-taking)

Introduction to Drama

- Students read “Master Harold...and the Boys”
- Class discussion, with students applying what they know about apartheid to the story, as well as discussing racism in the world today
- Writing Prompt: In “Master Harold...and the Boys,” Sam says, “There has been a lot of learning going on here today.” What did Sam, Hally, and Willie learn?
- Students watch scenes from “Master Harold...and the Boys” on Internet
- Class discussion on conversion of play from page to stage

Introduction of “Once Upon A Time Project”

- Combining storytelling and drama, students in groups choose from a selection of African fables and put together a production for the classroom, with props, music, etc.
- On “opening night,” each group performs and best production, best actor and actress, and best supporting actor and actress are chosen and receive prizes

More A Long Way Gone Activities:

- *A Long Way Gone* plot line analysis, discussion, exercises
- *A Long Way Gone* themes, motifs analysis, discussion, exercises
- *A Long Way Gone* characterization analysis, discussion, exercises
- *A Long Way Gone* Comic Strip Theme Scene Illustrations
- *A Long Way Gone* conflicts analysis, discussion, exercises
- *A Long Way Gone* imagery analysis, discussion, exercises
- *A Long Way Gone* quotes analysis, discussion, exercises
- Study guide on similarities, differences between Ishmael’s childhood, and our students’ childhoods
- Study Guide on similarities, differences between soldiers in Sierra Leone, and gangs in U.S.
- Writing Prompt: Where does the title *A Long Way Gone* originate from?
- Writing Prompt: Does the violence in *A Long Way Gone*, and its effect on Ishmael, contribute anything to the violence debate in our country, involving video games, TV, etc.?

A Long Way Gone Final Exam:

- Students respond to writing prompt and cite evidence from *A Long Way Gone* to support their arguments.

Introduction of Chinese and Japanese Literature (1000 B.C.—A.D. 1890)

- Read introduction to time period
- Lecture, Cornell note-taking on Chinese philosophy, Japanese tankas and haikus
- Read background biographies on Lao Tzu and Confucius
- From the *Tao Te Ching*, by Lao Tzu (philosophy)
- From *The Analects*, by Confucius (philosophy)
- Lecture, class discussion on syntax, aphorisms
- In groups, students answer textbook questions
- In groups, students conduct literary comparison of the two texts
- Students write their own tankas, haikus relating to today's U.S. teen culture

Introduction of Ancient Greece and Rome Literature (c. 800 B.C.—A.D. 500)

- Read introduction to time period
- Lecture, Cornell note-taking on lyrical poetry
- Read background biographies on Sappho and Pindar
- "You Know the Place: Then," Sappho (poem)
- "He Is More Than a Hero," Sappho (poem)
- "Olympia 11," Pindar (poem)
- In groups, students answer textbook questions
- In groups, students conduct literary comparison of the two texts
- Students write their own lyrical poems to athletic idols

Unit 2: World Literature (6 Weeks)

Anchor Text: *Burned Alive*, by Souad

Burned Alive Pre-reading:

- Read historical background on Middle East (Cornell note-taking)
- Philosophical Chairs
- Discuss Middle East map
- Writing Prompt: Other than what you have read and witnessed in U.S. media, what do you truly know about those who live in the Middle East?
- Analysis of book cover, reviews, nonfiction status, as well as doubts to its authenticity

Introduction to the Qur'an:

- Read background of Qur'an, prophet Mohammed
- Watch video of Islamic religion
- Read from the Qur'an
- In groups, students answer textbook questions
- Students complete Venn Diagram, comparing text from Bible and Qur'an
- Lecture, discussion on antithesis found in Qur'an

Introduction to Folk Tales:

- Read, discuss background of *The Thousand and One Nights*
- Read from *The Thousand and One Nights: The Fisherman and the Jinnee*
- Lecture, Cornell note-taking on elements of a folk tale
- Students map out narrative structure of *The Fisherman and the Jinnee*, placing its elements into a plot graph

Introduction to The Middle Ages (A.D. 450-1300):

- Lecture, Cornell note-taking on background of time period
- Read biographies of Chretien de Troyes, Marie de France
- Read from "Perceval: The Grail," by Chretien de Troyes (medieval romantic saga)
- Read "The Lay of the Werewolf," by Marie de France (short story)
- Lecture, Cornell note-taking on elements of an archetype
- Students do literary analysis of two texts, finding similarities, differences, noting symbolism
- Students complete graphic organize showing elements of the quest archetype found in texts
- Students write fictional quest—about a day at school

Introduction to The Renaissance and Rationalism (1300-1800):

- Lecture, Cornell note-taking on background of time period
- Read biographies of Petrarch and Pierre de Ronsard
- Lecture, Cornell note-taking on elements of a sonnet
- Read from "Canzoniere: Laura," by Petrarch (poem)
- Read "The White Doe," by Petrarch (poem)
- Read "Spring," by Petrarch (poem)
- Lecture, Cornell note-taking on allegory
- Read "Helene," by Pierre de Ronsard (poem)
- Read "Roses," by Pierre de Ronsard (poem)
- In groups, students answer textbook questions
- Read "Sonnet 29" and "Sonnet 116," by William Shakespeare (poems)
- Students engage in literary comparison, looking at the Italian sonnet next to Shakespeare's sonnets

Introduction to Romanticism and Realism (1800-1890):

- Lecture, Cornell note-taking on background of time period
- Read biographies of Guy de Maupassant, Leo Tolstoy, Anton Chekhov
- Read "Two Friends," by Guy de Maupassant (short story)
- Read "How Much Land Does a Man Need?," by Leo Tolstoy (short story)
- Read "A Problem," by Anton Chekhov (short story)
- Students do literary comparison of the three stories, looking specifically at characterization and its role in the development of the plot

Introduction to The Modern World Literature (1890-1945):

- Lecture, Cornell note-taking on background of time period
- Read biographies of Colette, Luigi Pirandello
- Read “The Bracelet,” by Colette (short story)
- Lecture, Cornell note-taking on epiphany
- Students answer textbook questions
- Read “War,” by Luigi Pirandello (short story)
- Lecture, Cornell note-taking on use of imagery
- Students answer textbook questions
- Lecture, Cornell note-taking on background of the Nobel Prize
- Read biography of Rabindranath Tagore
- Read “The Artist,” by Rabindranath Tagore (short story)
- Lecture, Cornell note-taking on conflict and syntax
- Students answer textbook questions

Introduction to The Contemporary World Literature (1945-Present):

- Lecture, Cornell note-taking on background of time period
- Read bio of Gabriel Garcia Marquez
- Students read “The Handsomest Drowned Man in the World,” by Gabriel Garcia Marquez (short story)
- Students answer textbook questions
- Lecture, discussion on magical realism

Introduction to Holocaust Literature:

- Lecture, Cornell note-taking on different types of texts on Holocaust
- Watch Holocaust video
- Read biographies of Primo Levi, Elie Wiesel, Nelly Sachs
- Read from “Survival in Auschwitz,” by Primo Levi (nonfiction)
- Read from “Night,” by Elie Wiesel (nonfiction)
- Read “When in early summer,” by Nelly Sachs (poem)
- Students complete textbook questions
- Students do literary comparison of the three texts, examining autobiography and memoir and the different voices used to remind us of the past

Unit 3: (6 Weeks)

Anchor Text: *Macbeth*, by William Shakespeare

- William Shakespeare biography
- *Macbeth* historical background
- *Macbeth* study guides
- *Macbeth* word searches
- *Macbeth* crossword puzzles
- *Macbeth* dramatizations

Unlike our other novels, students will do some of their reading of *Macbeth* aloud as a class. We assign roles for the characters in both the modern English and Shakespearean, for at least the beginning acts, as we make the transition to the dialect. Because the focus of this unit is on the students' argumentative research paper and final preparations for the EOC, we forgo our customary journaling for *Macbeth*. We do continue to have reading quizzes for comprehension, but that's just to make sure students are paying the proper attention in class. Rather than having weekly scheduled Socratic Seminars, we discuss the play in depth daily as we read.

Research Paper:

All 10th-grade students are responsible for a 4-5 pages argumentative research paper, using at least three sources, one of which is a book source, typed in MLA format. Students will then present this paper and research, via a PowerPoint or another technology-based presentation. In the planning stages for this paper, students are also responsible for 40 note cards, an outline, and an annotated bibliography. I will be available Monday-Thursday each afternoon after school to help anyone needing individual assistance. During this time, we will have mini writing labs each day, focusing on the various pieces that make up this project. Some of those include:

- Choosing a topic
- Using your library
- Primary and secondary sources
- What is a credible source?
- MLA style
- The importance of note cards
- Avoiding plagiarism
- Paraphrasing and summarizing
- Forming a working thesis
- Creating an outline
- Writing an annotated bibliography
- Coming up with a title
- The introduction
- Transition words and sentences
- Body paragraphs
- Citing sources
- Using quotations appropriately
- The Works Cited page

EOC Exam Preparations:

English II students will take the EOC in the final week of the semester. To prepare, students will complete a practice test that was previously used for the EOC, giving me an opportunity to tabulate the misses and see which standards and objectives are giving the most problems. Then students will be put into teacher-selected groups, where they will be given the most missed questions and told to work collaboratively to come up with the correct answer. We turn this into a contest, with pizza and drinks for the winning group.