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## English II Syllabus

### Power Standards: Language Arts Objectives and Student Expectations

**Language:** Analyze characteristics of a narrative and expository text, including its structure, word choices, style and intended audience.

**Reading:** Analyze/interpret how an author's historical, cultural or political perspectives, opinions, biases and use of facts and or propaganda contribute to the message and potential influence of a text on the audience.

**Writing:** Use multiple drafts to organize ideas in writing to ensure coherence, logical progression, and support for ideas.

**Vocabulary:** Select from a full range of context clues to determine meanings of unfamiliar words, technical vocabulary, and literary or figurative language and multiple meaning words.

### COURSE FOCUS:

“In English class, critical thinking centers on the text, not on an individual teacher's interpretation or guess, nor on a student's individual intuition or unsupported assertion.”

“The facts are the bedrock of critical thinking.”

“Students who practice specific skills by analyzing complex texts – who learn grammar in combination with reading and writing – who learn actively and express themselves freely – who routinely think critically will most likely become highly competent adults whose high level of expertise in language will open many doors.”

### Course Description/Objectives

Students will read extensively in multiple genres. Students will learn literary forms and terms associated with selections being read. Students will be able to interpret possible influences of historical context on a literary work. Students will also focus on vocabulary/SAT preparation, grammar/usage, and research.

Students enrolled in English II will continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their paper for clarity, engaging language and the correct use of the conventions and mechanics of written English to produce error-free drafts. An emphasis is placed on organizing logical arguments with clearly expressed related theses and evidence.

### **INSTRUCTIONAL METHODS:**

Through exercising close reading skills, students will acquire a deeper understanding of the works and how the author uses specific devices to affect the tone and the mood created by the selection. Students will also analyze passages to determine theme, characterization, author's purpose, as well as mastering inference. The introduction of new literary terms and review of materials previously covered will occur as terms occur in context. Identifying the terms and devices as they are encountered offers constant reinforcement of the material. Repetition is the key to mastering these concepts.

### **COURSE CONTENT:**

Each six weeks of the course will include an analysis of a variety of selections, STAAR practice exercises, writing exercises, vocabulary in context, and reading of at least one work of fiction or non-fiction assigned across the grade level.

### **ASSESSMENTS:**

The curriculum team strives to provide a common assessment for every six weeks grading period, mid-term and final exams, and exit tests over fiction and non-fiction pieces.

### **COURSE POLICIES:**

The English policies are as follows:

1. Academic dishonesty will not be tolerated. Zeroes will be given to all participants for copied work or acts of intentional and unintentional plagiarism.
2. Grades are weighted 60/40 major/minor respectively.
3. Homework or practice assignments are integral to mastery. Homework assignments will be assigned with discretion.
4. Common assessments by curriculum level will be given each six weeks, at the mid-term, and year end. Exams are skills based. Additionally, common assessments will be given on literary works.

### **Grading/Retake Policy**

- Only major grades are eligible for a retake.
- Students are limited to one retake per six weeks.
- Retakes will be capped at 80.

